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SCHOOL ACTIVITIES

The Extra Curricular Magazine

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As the Editor Sees It—

Conformity to pattern has been the goal of the traditional curricula in our schools. This goal has been achieved all too well. Identical educational treatment has given us people with identical services to sell. The result? Too many applicants for every job.

Consumers of manufactured goods have in like manner been made relatively identical in their wants. The result? Mass production and machine labor.

Today we are developing an educational philosophy favorable to individual explor-

ation into the limitless human interest fields of science, invention, art, literature, music, religion, and their varied phases.

JUST AN IDEA.

After all, the idea is the thing. Nothing brings more just criticism upon extra curricular activities as they are carried on than does the fact that schools too often want plays, games, stunts, and programs already developed, complete in every detail. In such activities the greatest value is missed—that of spontaneous, original student ef-We should like to have it understood that the specific, detailed helps offered by School ACTIVITIES are intended

but to be suggestive. We are somewhat chagrined by the frequent commendations we get upon our definite, usable extra curricular helps. We hope that our assistance will not be limited by being so definite as to eliminate initiative.

A boy had confessed to stealing from the locker room. Part of the punishment he meted out to himself was a public apology in assembly. After the boy had struggled through that gruelling experience, the principal asked who would stand by the lad in his resolve to make good. A score of the boys of the school marched promptly to the stage to stand by their friend.

Some nice work there.

To assure myself that I am thoroughly modern in my thinking, I profess to hate dogmatism. Yet at the risk of being a little old fashioned, I confess I enjoy meeting a school executive who is positive in some of his beliefs about education.

Every September the newspapers carry

stories of school board rulings against freshman hazing—always after the damage has been done. SO EX

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Such action merely assures the public that the board of education theoretically does not approve of hazing. Rowdyism, however, is not satisfactorily prevented by belated school board rulings, or by any other rulings. A school's campaign against hazing is not a seasonal matter peculiar to September.

In any student organization the time to emphasize the necessity for the minority to give way to the majority is before any controversy has The threat of a arisen. few to secede if they can not have their own way

is a preventable offense against any organization.

It is a faulty and undemocratic organization of a student project that does not provide employment for all members. Perhaps there is no more common fault among school clubs than that of being too large.

Student organizations, in their eagerness to register ability, too often take action on matters that do not greatly affect the group.

NEXT MONTH And in Subsequent Issues

School Assemblies, by Edwin Milton Belles.

Mass Games for Boys, by T. C. Mc-Millen.

Shall We Have Censors-Or Sponsors? by Donald B. Brooks.

The Parade of the Grades, by Bernice Huff.

The Brighter Mind-a short play, by Mary Bonham.

Make Your Play Colorful, by Julia W. Wolfe.

A Character-Costume Day, by J. A.

Other Non-royalty Plays, Stunts, Monologs, Games, Money-making Plans and Feature Articles in the Field of Extra Curricular Activities.

SOME THINGS I DO BELIEVE IN EXTRA CURRICULAR ACTIVITIES.

HARRY C. McKown University of Pittsburgh

In my previous article I expressed skepticism concerning several of the current and traditional practices in a number of extra curricular activities. I suggested that we are unable just at present to evaluate accurately the outcomes of these activities, and hence logical and severe criticism of them is a first step in the direction of making them more educative. In this article I shall indicate a few of my beliefs concerning some of the more important activities. As before, I shall not repeat "I believe" for each of the items. This is understood.

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1. That the home room offers the most valuable single educational opportunity in the school. A most widespread and important misconception of the school is that it is largely an institution of discipline. This misconception not only admits but also boasts that the school's work is difficult, distasteful, and impracticable, but justifies it on the basis that it has vital disciplinary influences for the students who perform it: and that in overcoming its "obstacles" , for instance, the student will develop a "power" of overcoming the disagreeable and knotty that he can use to good advantage when he becomes an adult.

This misconception has at least four outstanding weaknesses: First, not half of the students who are in high school now will ultimately graduate and only one-half of those who are of high school age are enrolled in this institution—probably many of them are not in it because of the distastefulness of the work and their lack of success in it; second, one does the distasteful task with a minimum expenditure of time and energy; third, modern psychology accepts, to only a very limited degree, the general ideas of formal discipline and transfer of training; and fourth, this conception of discipline concerns itself with the mental phase almost entirely and ignores most of the other aspects of the pupil's life.

All of the pupil goes to school—his physical, social, spiritual, emotional as well as his mental—and the ideal of a complete education demands that he be improved in all of these phases and not merely in the mental only. His physical education is

being increasingly well taken care of now in all schools. But his emotional, spiritual, social, and complete personal education has been almost entirely neglected in the "regular" work of the curriculum.

Much of this personal education must of necessity be outside of the narrow and formal classroom work, most of the stunts of which the average student, as an adult, will never be called upon to do. For instance, he will never be called upon to work a quadratic equation (I would not recognize one if I saw it), to give formal definitions in grammar or other subjects; name the kings of England; write formal essays; translate a foreign language; or do similar "stunts". He will be judged on such qualities as reliability, responsibility, honesty, cooperation, enthusiasm, loyalty, initiative, leadership, followership, and other similar traits of character and citizenship that are little provided for in formal lessons in algebra, Latin, or geometry, except in the minds of the formal disciplinists. The appropriate place for the proper emphasis and practice of these citizenship qualities is in and through the home room.

Another exceedingly important aspect of the pupil's educational career is concerned with guidance in all of its phases-educational, vocational, physical, recreational, social, moral—personal in the complete. Relatively little attention can be devoted to these in the formal work of the class room but they can all be very beautifully handled in the home room because they represent the very demands that called the home room into existence. All of them include and imply education and development that all young people most certainly need, both as students and later as adults, whether they go to a high school for a day or for a decade. From this can be easily seen the extreme importance of a sensible and logical development and practice of the home room idea.

And such a development will come. As was suggested in the previous article, the average pupil and teacher dislike home room activities principally because they know so little about materials and methods for making them valuable and attractive. This is not to the discredit of these teachers and students, of course, for this home room concept is so new that materials and methods have not been developed and made available. But they will be, and by these very fine teachers whose home rooms now cause them many heartaches.

What Harry C. McKown

believes about extra curricu-

lar activities is immensely

significant. As professor of

secondary education in the University of Pittsburgh

and as author of a number

of the best known and most widely used books in the

field of extra curricular ac-

tivities, he has gained recog-

nition as one of America's

outstanding educational

leaders. School Activities is

particularly happy to be able to carry his newest message to its readers.

message to its readers. Last month Professor Mc-

Kown told "Some Things I

Do Not Believe in Extra

Curricular Activities".

I am willing to prophesy that during the next ten years or so more progress will be made in the concept and practice of the home room idea than will be made in any other branch of education, barring none.

2. That the student council will continue to develop in the direction of "Participation in Control" with a positive and constructive program. I believe that before long the idea of "self government" will disappear entirely and "participation" will completely replace it. Probably the term "student council" will be displaced by a much more adequate one, "school council". In this organization the faculty will be officially represented and the general policy of considering a faculty sponsor as an "ad-

viser" or "safeguard" will disappear from the scheme. This body will then find its work in constructive activities and refuse to accept responsibilities which logically and legally belong elsewhere, school discipline and street protection, for instance. Initiating, promoting, and coordinating the various functions of the extra curricular program will be the council's main work.

3. That the assembly will develop into one of the school's most valuable educational opportunities. The idea of employing the assembly period for pseudoactivities, the religious reading of long lists of an-

nouncements, for sermons by members of the faculty or outsiders, will give way completely to a conception of this period as a most excellent opportunity for educating all of the students in better types of music, dramatics, art, and similar uses of leisure. unifying the school, educating the students in the common or integrating knowledges required for successful citizenship, supplementing classroom work, and widening and deepening student's interests. It will then emphasize less the relatively unimportant but now over-emphasized value of teaching expression to those who participate directly in it.

Setting standards in assembly practice by means of competition between home rooms, clubs, or other groups of students; exchanging programs between schools, measuring and evaluating these programs: promoting audience participation in them. and developing the position of auditorium director, are other guesses that have a good basis in the best of current practice. The fine work being done in the junior high school and in the platoon school auditorium period, in particular, are hastening the day when this activity will be really valuable and educative to all students of the senior high school.

4. That all academic clubs will disappear from our schedules. It was previously suggested that the typical school club is the best example of the socialized recitation that there is and that its benefits and advantages should be available to all students instead of just those few who participate

(either because they wish to or because they are allowed to) in its program. By its informality, naturalness, and student-centered interest, the club so beautifully supplements the formal, artificial, and teacher-centered class that it will be assimilated as the laboratory part of these classes. Service and recreational clubs will continue to develop in number, extent, and usefulness as educational agents.

5. That intra-scholastic athletics will soon supersede the inter-scholastic in importance. We will always have inter-scholastic athletics, and we should prob-

ably always have them, but within a few years now they will come to be looked upon as exactly what they are-"shows" for the public. Of course they have some values for those few who participate and for the schools that have them, but the theory of "the greatest good to the greatest number" will prevail and the students who most need the benefits of athletic competition will be the ones who receive them. All will participate to the extent of their abilities. Further, I believe that increasingly these activities will represent those in which the adult will engage—tennis, golf, mush ball, volley ball, hiking, skating, swimming, and others yet to be organized, developed and popularized.

6. Some beliefs concerning school publications. I believe that the newspaper which emphasizes its most important aim

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of educating its readers and minimizes its least important aim of educating its "issuers" is possibly the most valuable publication in the school. I believe also that any school, or any grade, for that matter. can have an educative newspaper, told, written, (blackboard, paper, or show card) multigraphed, mimeographed, or printed.

Although I do not believe in the monthly magazine, I do believe in an annual or semi-annual booklet containing the best of student writings, carefully and competently selected by some system of competi-

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I believe that the handbook, next to the newspaper, is the most valuable publication in the school and that in its function and possibilities of helping to assimilate the students it will continue to grow in usefulness, general respect, and respectability.

The year book, I believe, in any but the larger schools, is a nuisance, a needless expense, and a liability with more grief attached to it than to any other extra cur-

ricular activity.

7. That commencement activities of all types will develop into dignified, worthy, and justifiable educational events, really dimaxing the educational system. The graduation program itself will reflect what it should reflect—education—in its subjects, speakers, and other arrangements and parts. I believe that the baccalaureate sermon will give way to a vesper or simlar service, or to nothing at all, and that other commencement activities, receptions, parties, class nights, etc., will cease to be blind imitations of similar activities of the college and develop into activities appropriate to the high school. Elementary and junior high school "commencement activities" will disappear entirely.

8. That the entire extra curricular profrom will ultimately be financed by the board of education. In an earlier article suggested that one main reason why extra curricular activities are still "extra" is to be found in the array of cheap and undignified devices by means of which they are financed. And also that the consequent emphasis on the box office receipts sadly overshadows what should be the main emphasis-education. The activity ticket is a healthy and business-like step in the direction of sensible financial support. But his will be superseded by the plan whereby the board of education, recognizing that these activities have educational merit, assumes the financial support of them.

Such support is logical and would have a salutary effect on these activities. The board will demand definite and conclusive proof that these activities are educative; and this demand will mean that those who are most interested in a particular program will have the responsibility of proving it of sufficient value to warrant its be-

ing supported by the board.

This demand will mean that materials and methods will have to be more carefully evaluated and that our activities will have to be justified on the basis of their educational contributions rather than on the basis of financial income, tradition, mere opinion, or the other arguments which are being set forth at the present time. And our program will be all the more defensible, dignified, and acceptable. Of course, care must be taken that the activities do not become formalized and lifeless.

9 That the literature of this field should be available to students as well as to teachers. This is coming. Note how the literature in other fields, guidance for instance, is being increasingly written for the student. We are now showing the student, as well as his teacher, just what we are attempting to do. Thus he is not only better able to appreciate our ideals and practices and to cooperate with us in the development and refinement of them, but also he is more successful in handling them.

A FEW SHORT MISCELLANEOUS TENETS. I BELIEVE—

That general school dramatics, because of a demand that their educational values be emphasized and their financial values minimized will improve in material, methods, and equipment. In particular, as "speech arts" develop for everyone, will good use be made of what might be called "intra-curricular" performance. Dramatics of this type belong to the curriculum along side of music.

That the trend of music will continue to grow in the direction of music for all, with emphasis on the consumer. It will cease to be, as it has in many schools already, an "extra curricular activity". Its materials, particularly of the large and mass type, will be greatly improved and more emphasis will be placed on those who need it most, rather than on those who are considered expert enough to appear publicly.

That the whole programs of manners and courtesy, citizenship, thrift and similar activities can be handled in the home

room.

That a program of thrift education should be concerned with saving, spending, investing and giving money, time and materials.

That worthwhile school trips and excursions are now more possible than ever before, due largely to ease of transportation and widened educational ideals, particu-

larly "enrichment".

That honor societies of various types which emphasize all-roundness are much more important than those which concern themselves with specialized fields, such as for instance, the honor roll.

That allowing credit towards graduation for participation in extra curricular activities is as logical as allowing it for participation in curricular activities.

That while 100 per cent participation may appear a theoretical ideal yet it is not

impossible of attainment.

That the term "extra currcular activities" will soon be replaced by one more accurate, discriminating and dignified.

In conclusion, I believe that rapid, excellent and justifiable progress is now being made in the ideals and practices of the extra curricular activities. Not all change represents progress, but only out of change comes progress; the many adaptations of traditional practices in the organization and administration of athletics, assemblies, clubs, publications, dramatics, student councils, home rooms, and other activities augur well for continued progress in this field.

I believe that the general outlook for extra curricular activities has never been as bright as it is at the present time.

A familiar advertisement shows a mother holding her arm outstretched with her son, in miniature, standing on her palm. In large type we read, "He is what you have made him." Is he?

Democracy is a struggle between propaganda and education: there is no third alternative. — Ross L. Finney,, associate professor of educational sociology, University of Minnesota, Minneapolis.



SCHOOL ASSEMBLIES.

By Edwin Milton Belles
Assistant Professor Education, University of
Kansas.

The central theme of this entire series of articles on "School Assemblies" was expressed in the September issue. In that number it was stated:

The properly conceived, planned and controlled school assembly furnishes a situation wherein pupils may live purposefully, actively, happily and progressively.

It is the purpose of this article to carry that thought further. The school administration must not only provide the opportunity for purposeful, happy, active living but it must provide for a maximum performance on the part of the greatest number of pupils. In other words, if an activity—as school assemblies—has educative value, which it undoubtedly has, then that activity must be planned and controlled in such manner as to make it possible for a maximum number of pupils to participate and to participate in many different types of action.

The first article in this series set up an assembly committee composed of representative students and a faculty representative. This group, while being held directly responsible for the general organization of the school assemblies, is, in a measure, successful to the extent that it is able to enlist not only the active cooperation of the entire school but the active participation of each student. Being able to stand before a group with poise and self-confdence, to speak or perform or participate in debate or defend a position may be classed as prime requisites to adequate living today. Witness the great hordes of adults filling night classes in public speaking and salesmanship classes as evidence of the need.

Each assembly program should be so planned as to use the greatest number of pupils possible. The following program as briefed illustrates the manner in which any clever, modern, one-act play, carrying a small cast, may bring several students into coöperative activity through the introduction.

V. A SURPRISE PROGRAM.

For the purpose of this assembly program a short, simple, one-act play, strictly modern in theme with plenty of action should be selected. Secrecy is essential as the program is to be built upon the element of surprise. There must be secrecy in the selection and training of the east.

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When the assembly is called to order, the usual official proceeds with the opening exercises after which he introduces the chairman of the committee responsible for the particular program. This individual responds hesitatingly and states that he is very sorry but no program is prepared as the committee failed to answer to his call for meeting. The whole of the following procedure and all lines being carefully prepared in advance
—Several members of the committee seated in the audience, apparently on the spur of the moment stand and object to the chairman placing all the blame on them—one, the chairman forgot to notify-another was given the wrong place of meeting-the chairman came late and others had left-et cetera. One or two other students not on the committee take the floor in indignant surprise that an assembly should be called without a planned program. These are followed by a boy friend of the chairman of the committee (if possible the most unlikely in the school to ever think of writing a play—the more absurd the associa-tion the better) who stands as a friend to help out in a difficult situation. This friend has written a play and he is willing to select a cast and produce it right now. As he goes to the front of the room he searches his pockets for copy which he gives to the members of the cast as they come forward in response to his call. (All were seated in their usual places in the assembly hall.)

The playwright excuses himself for just a moment and steps behind the wings with the cast, respearing almost immediately, he backs onto the stage gesticulating and giving instructions to the cast. Facing the audience he introduces "his" play by title and gives any word of explanation as to time and setting. The chairman of the committee throughout the foregoing has acted his part—embarrassment, surprise and relief. Now he, together with the "friend" step behind the wings just as the play opens.

VI. COLUMBUS DAY.

Special days serve to bring out in thinking the high spots in the history of the living of the people as a nation and as a part of that greater

community—the community of nations.

However, there is little value in a special day program unless that program is made meaningful and causes the day to be marked with distinction. The program for Columbus Day should be developed by either the history club or the department of history assisted by the departments of art and dramatics in an attempt to bring out certain attitudes, characteristics and customs in the living of the people of Columbus' time.

To blindly establish a character of history as a hero or an ideal is not the part of true educational procedure. A character, regardless of how heroic his deeds or how far reaching the results of his life activities may be, must be studed in the light of the living of the people of his time. Indeed such study makes the prominent characters of history more outstanding. Columbus is no exception. The more one understands the imitations surrounding learning, the prejudices of the church, the extent of superstition and the general ignorance of the common people, the more utstanding Columbus as a character becomes.

The program should attempt to bring out and answer questions significant to an intelligent understanding of the living of that time. Why is this day given special recognition? How universal? If not universal, why not? Does its celebration tend to develop narrow prejudices or does it tend to break down such prejudices? Is this day important in our thinking? What of the spirit of the time in which Columbus lived? What can we get from the life of the people of that time—their festivals, play, work, customs, habits of living, home life, aspirations? What of the man—Columbus, his aspirations, his home life, his beliefs, his learning—the man as cast against the back-ground of his time?

Out of such knowledge build a program which is vibrant with the meaning of life and reflects its very spirit into the lives of those about. Unless there is careful and extended study and enthusiastic planning on the part of the club or de-partment responsible, the whole program as out-lined below will remain as lifeless as the printed

page. The program in outline:

The chairman of the club or department should be in charge.

Let the key note of the program be struck by Joaquin Miller's poem, "Columbus".

March—The Stars and Stripes Forever (Sousa)

America the Beautiful.....School and Orchestra Devotionals......Led by Chairman Why Columbus Day?......A Student A Short Story of the Life of the Time of Colum-...... A Student

(Either original or a selection from the liter-

ature dealing with that time.)

In connection with this number characters and scenes may be presented by constructing out of wall strips and white glazed muslin an open book with hinged leaf, sufficient in size to allow for the posing of different students in character portraits or in scenes as mentioned in the story being read. By the use of the hinged leaf one character or scene may be presented while another is being posed behind the leaf. A page dressed in the costume of the court page should turn the leaf as needed.

Columbus, the Man... ... A Student (This number should be linked in theme with that of the following poem.) Poem-"Columbus" (Joaquin Miller) . . A Student

Star Spangled Banner.....School and Orchestra School and Orchestra America....

VII. AUTUMN.

Autumn is more than a season of the year. It is a symbol of fruiting time, riot of color, maturity of vigor. Nature is doing her best with paint pot and brush, the fruits of the season are about, activities and sports are renewed with energy, there is a tang in the air. Abundant material is at hand to be put into use in proper settings and combinations for a delightful program through the cooperation of the departments of English, art, music, natural science, agriculture and physical education—each depicting in its own language, the meaning of autumn.

VIII. HALLOWE'EN PROGRAM.

A very delightful playlet entitled "The Ghosts' Minuet", written by Evelyn Price, presents as characters—three witches who brew as a potion

"Bones of rats, and eyes of fishes, Fangs of snakes and poisoned dew Blood of toads and juice of nightshade-These shall form our magic brew."

and summons as ghosts of dead mortals

Josephine Napoleon Queen Elizabeth Sir Walter Raleigh Hiawatha Minnehaha John Alden Priscilla Martha Washington Gerge Washington to dance "The Ghosts' Minuet" until the first stroke of twelve.

The entire playlet is given in full with directions for staging and costuming in "Successful Stunts", edited by Katherine Ferris Rohrbough and published by Doubleday, Doran & Company, Garden City, New York, 1929.*

EXTRA CURRICULAR ACTIVITIES BE-LONG IN THE MODERN HIGH SCHOOL.

By D. A. TURNIPSEED

In this discussion extra curricular activities will refer to the group activities of high school pupils which occur after, outside, or in addition to the regular class work of the school.

Many of the extra curricular activities now in existence are the outgrowth of modern social organizations, while some of them are as old as secondary education it-Many of the present curricular activities crept in by the extra curricular door. As late as 1870 science was considered an amusing pastime for students, was fostered by clubs and later admitted to the curriculum in good standing. Domestic science, agriculture, music, physical education, each with its own history, slipped in by way of this door.

The demand that the high school provide for the worthy use of leisure time has become one of the principal reasons for establishing these activities. Other reasons are vocational, health, and citizenship.

The extra-class entertainment for patrons of the high school should develop neighborhood and community ideals. When practically every man and woman in the community were neighbors, the people met together in a fine humanitarian spirit at such semi-public functions as debate, spelling match, and barbecue. The man-to-man frankness, the spirit of friendliness, the mutual respect and trust for one another, were worthy lessons for the children. But the community has become so widely extended that neighborliness is a word, not a fact. Instead of having common problems for discussion, the people of the community today meet as neighbors at the school to attend performances given by their own children.

Our young people are the counterpart of their elders. The long list of lodges and clubs in any community evidences the gregarious instinct of men and women. The same instinct of young people for organizations that they feel belong to them are for them, and are operated by them, may not wisely be disregarded.

Extra curricular activities should not be regarded as the antithesis of the curricu-Problems arise which require intellectual initiative, honesty and creative In these activities no participant can be told exactly what to do next, Principles and rules of action may be outlined, but the emergency must determine the direction and application of the rule.

There is no regimentation, no back-step. Each individual moves forward in the challenging situation at his own best speed and according to his ability and interest. Here mastery, originality, and the will to cooperate reap the rewards of achievement and success; while ignorance, indifference, half-heartedness, and laziness mean failure. The lessons here learned are recorded in experience and are subject to instant recall. Seldom do lessons in the classroom bite deep enough into our experience to assure even the vaguest sort of recall!

We have contented ourselves too long with talking about efficient citizenship, proper attitudes toward life, democracy in education and the ability to share in the experiences of others. Students do not learn citizenship, or adjust themselves in relation to others, by merely hearing such questions discussed. There must be laboratory training and this training must be given in the plastic adolescent age. Why do we not apply to our school room activities the methods we will concede are essential in athletics? What coach would think of training a football team away from the gridiron? Coaches are not content with daily practice and scrimmage; they spend hundreds of dollars "scouting" opposing scheduled teams that they may train their men to overcome the very problems which will be encountered in the con-Yet most school men have been tests. content to give their pupils only "skull practice", and consequently have seen them go down in defeat because they could not adjust themselves to their surroundings after leaving school.

We learn by doing. Dewey tells us of a school where youths are taught to swim without going into the water, being repeatedly drilled in the various movements

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^{*}Successful Stunts—Rohrbough, K. F., was recommended in the September article "School Assemblies" as one of the books of value to have at hand in planning assembly programs. It is listed in the School Activities Book Shelf, page 31.

necessary for swimming. When one of the young men so trained was asked what he did when he got into the water, he laconically replied, "Sunk". This story typifies the relationship of school to society. It is an easy thing to do to tell a man who has never ridden a bicycle just how to do it. From memorizing the directions given he may be able to ride. But let a crisis approach, let the unusual happen, let an object move toward him, think as hard as he is able just what to do, the almost inevitable result will be a collision. Practice is necessary to establish mental and physical techniques. It is by practices learned in extra curricular activities that future citizens may be expected to react correctly in social crisis. "It is steel against fint that creates the spark. It is social contact that builds character." "Glacial pebbles of quartz and granite were not rounded and worn smooth by lying quietly in a snow drift.

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Dry and tedious tasks of the classroom become worthwhile the moment they are linked up with a desirable purpose. Ordinarily, physical education is pure drudgery; while football practice holds enthusiasm for an hour at a time. English composition is a bore, but students sit up nights to write articles for the school paper or formulate arguments for a debate. What interest has a lesson in singing without an operetta in prospect? What appeal has a class in oratory unless there is in the offing a speaking contest? The superintendent who supplements formal school curriculum with related outside projects is certain to be pleased with the transformation of many a timid theorist into a capable and confident workman.

J. R. HELLENER & CO.

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COSTUMES

We carry a full line of Costumes, Wigs, Beards, Grease Paints, Evening Dress Suits, Tuxedos, Wooden Shoes and Swords, for home talent shows and masquerade balls. For rent or for sale.

NIEMANN COSTUME CO.

Box 167. Grand Island, Nebraska

THE BAND BUILDS TEAM WORK

By JAMES C. HARPER Director Lenoir (N. C.) High School Band.

The best way to learn team work is by working in groups. If a way is available to learn which gives pleasure, at the same time the ability to make friends, and perhaps the means of earning an income, such a way is worth investigating.

The modern symphonic high school contest band has seventy-two or more players. each with a share to contribute to the music to be made. Should any one of them fail to do the thing prescribed for him or should he do it at the wrong time or at the wrong tempo, the whole work of the group has been marred. If the task were simply to make that many school boys and girls work together and try to accomplish the same general purpose it might seem formidable enough, but the band has a

more complicated job than that.

Of the seventy-two players mentioned. hardly two have exactly the same thing to do. Even where two clarinet players or two trumpeters are playing from the same sheet of music they are usually reading from different sets of notes in the same staff. Each must follow his own with little to show him what the other is to do. Yet he must not only start and stop exactly at the prescribed instant but must also keep his playing perfectly synchronized with that of his fellows every moment while he is playing. The music may be full of short retards and accelerations and every player must speed up or slow down in exactly the same cadence with which every other player does it. Not only is this true of old familiar numbers. The modern high school band or orchestra player must do a great deal of sight reading and accomplish all the requirements the first time he plays through an unfamiliar piece.

A sixth sense which the band player must develop is his sense of proportion and When the music gets louder, he must determine almost intuitively how much louder to make his individual part in balance with the players around him. In other words, his contribution must always be a little section which fits harmoniously into the whole picture without obtruding or failing to respond when needed.

If all of this does not seem sufficiently difficult it will soon become so if we realize that the player must always keep the "feeling" in his playing and never allow it to be wooden or mechanical, no matter how large the group or how long the selection.

It is not the intention to emphasize the difficulty of learning to be a good instrumental player. High school boys and girls are doing it successfully every day by the thousands and in many cases their work has been the marvel of the leading profes-Much that I have mensional players. tioned becomes habit and in time is correctly done almost unconsciously by the experienced school player. The point I wish to bring out is that in gaining this experience and creating these habits, the player is absorbing the factors of team work which are eminently practical and which will work well where team work is

required in other fields.

Of course so many individual players could never develop the effective cooperation they must use without some central authority to lead in essential matters. Just as the football quarterback must decide the plays and call the signals which prescribe these plays, just so must the band or orchestra director decide just how much faster a quickened time should be played or how much softer a muted passage needs to be. His decision must be instantly communicated to the players in a manner each will understand accurately and in a way which does not distract the attention of the audience from the music itself. The novice finds his most perplexing problem in trying to watch a complicated musical score with all the array of musical signs and expression marks and at the same time catch every signal of the director. He will suddenly realize that he has been so absorbed in watching his own music that he has drifted entirely away from the other players and is now hopelessly lost. When the student has come to adapt his playing almost by "feel" to the beat and signals of the director while losing nothing written on his music he has gone far toward effective team work. A certain amount of this facility is acquired by high school instrumentalists in a few months and a remarkable degree is evident when the player has several years of his school band experience behind him.

Haply this exact response to the requirements of complicated team work does not prevent the growth of initiative. In fact the regular drill of sight reading seems to quicken it somewhat. The very necessity for thinking fast and accurately is stimulating to the mind. A quick mind is quite apt to be one which is gifted with initia-

tive.

Doubtless a feature the school musician long remembers is the spirit of comraderie developed in the band. Something similar is present in any school organization in which the members work together over a considerable period, but the larger size of the band and the fact that its out of town trips are not always or even usually competitive gives to its experience an entirely different flavor. Doubtless it is more akin to the glamour which surrounds veteran military organizations. However hard it may be to describe, the players know it and value it highly and united by that bond they gain smoothness in their teamwork. Hurrah for the band! The school would not be the same place without it.

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SHALL AWARDS BE GRANTED?

ATTITUDE OF PROMINENT EDUCATORS.

Superintendent L. S. Smutz, Utica, Nebraska, by investigation, brought out some interesting facts about granting awards.

To quote from Mr. Smutz:

"Slightly more than three-fourths of the prominent educators' answers signified that they approve of the practice of granting awards. The reasons given by them for favoring the practice are, in the order of their prevalence:

1. Awards are a means of recognition

of worthwhile accomplishment.

2. Awards are incentives to secure participation and good work.

3. Awards are a means of developing a better school spirit.

4. It is customary practice.

5. No objectionable features have appeared."

The attitudes were indicated as follows: In favor of non-physical education awards, 78.76 per cent; contrary 16.81 per cent. In favor of physical education awards, 76 per cent; contrary 19.46 per cent. Answers indefinite, 4.42 per cent. A few reported in favor of non-physical education awards but reported opposed to physical education awards; and a few in favor of physical education awards but opposed to non-physical education awards.

The point was also brought out that in the adult world life is a continuous process of awards through competition, and we all

strive for them.

Strong feeling exists especially on the part of those engaged in physical education and athletic work to the effect that non-physical education activity awards should

not be the school letter, which was originally the athletic emblem and should be maintained as such.

The educators were decidedly of the opinion that awards should not have intrinsic value, but should involve only a small expenditure—a number stating that

a few cents to a dollar is ample.

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Team trophies are considered by some as much more desirable than individual prizes, since in the former, emphasis is thrown upon united effort, the winning of such a trophy kindles the spirit of the entire school and helps build up desirable attitudes along the lines of social coöperation.

Approximately one-fifth of the promiment educators do not approve of the practice of granting awards. The chief objections given by men were, in the order of their prevalence:

1. Awards are a substitute for real teaching ability and leadership.

2. Honors and prizes are likely to become the end, instead of the means.

3. Awards develop the wrong attitude toward life.

4. Credit should be given instead of awards.

5. The prevalence of awards tends to make them meaningless.

6. Publicity is ample reward and recognition.

New Building at No Cost to School.

Summerfield, Georgia, recently completed a model brick gymnasium, as a part of its expansion program.

The building is one of the best physical education buildings in Georgia. To match the building, a baseball park containing a football field and a commodious

grandstand is being constructed.

The entire project was financed without any bonds being voted or without any mancial assistance from the school board. The superintendent, John H. Cook, interested a former citizen of Summerfield in the project, and this man backed it financially. The cost will be paid back in small annual payments from the proceeds of the various activities carried on in the building and park. After a certain number of years, the property becomes the actual property of the school. In the meantime, it 18 controlled and operated as if it were the school property. The project has made a better school spirit and the entire county and community is taking more pride and interest in the school than ever before.

ESTABLISHING A SCHOOL PAPER THAT PAYS.

By JOHN B. MAZZIE

The establishing and managing of a school periodical is a venture that will surely prove profitable to the school if conducted along the lines I am suggesting. Every principal is anxious to boost the morale and spirit of his school. He is also desirous of improving the composition work done by the pupils in the various classes. He wants pupils who are classed as "above-normal" provided with work that will keep their keen minds active. Then again, he is receptive to any wholesome idea that will provide a school fund with which to pay for the moving picture machine, the radio and other worthwhile educational property which boards of education find it difficult to include in a limited budget.

If the principal is not going to undertake the work of establishing a school publication himself, he should seek the support of some energetic teacher capable of doing so, and relieve her from some routine work so that she can do this project justice. The plan for establishing the publication in the school is as follows:

- 1. The local printer will quote rates per page for a paper containing, say, sixteen, twenty, or more pages. Good halftone paper is the best in the long run. The rate will be determined by whether 500 or 1000 copies are to be printed. About 200 advertising contracts, very simply drawn up, should be prepared. The printer, with the promise he will get the job, will be more than glad to print these blanks gratis. I suggest two issues a year only, one each term, so that they may be creditable.
- 2. At the general assembly exercises the announcement that a school paper is to be published should be made to the pupils. A ten per cent commission on all advertising received can be paid to the pupil solicitors. Students should be coached in a courteous method of securing advertising from the local merchants. There is a rate card by column inches. I shall call the paper, for the sake of convenience, The Clarion. The page is divided into sixteenths, two columns of eight inches in each, with the rate \$1.00 an inch, \$4.00 a quarter page, etc. The inside and back of the covers of The Clarion might be placed at \$18 or \$20 for advertising space, if it is a magazine with different stock for cover.

3. A number of good drawing pupils can be set to work making posters to place about the school building announcing the coming of the Clarion six or eight weeks ahead. One of the pupils can make an index showing that \$100 or \$125 is the desired goal for advertising space sold. outline picture of a thermometer, properly scaled at intervals of \$20 or \$25 would help make the appeal graphic. As each \$20 or \$25 worth of ads is secured the red line would indicate that fact. The names of the "Go-Getters", the pupils who have secured, say at least \$6 worth of ads could be printed on a chart and placed in the concourse or inside yard where the pupils of the school could easily see it. should not do promiscuous ad soliciting but should divide the territory to be covered.

4. Teachers of composition may announce that the three best compositions will be printed in The Clarion. Composition work will improve at once. Every child wants to see his composition in print.

5. A pupil who is good at sketching or cartooning could submit cartoons and sketches. These should be done in India ink on white drawing paper in order that wood cuts can be made from them for the printer.

6. Among the various items and subjects of interest that tone up the general appearance and content of the Clarion would be: a skillfully drawn cover design, picture of the freshman class, picture of the service squad, ball team, field day activities, or of pupils taking part in costume dances and playlets in the assembly exercises. Of course there should be, besides the compositions from the various classes, poems, classroom notes, sport news, special events such as Memorial Day, Arbor Day, Christmas assembly exercises. The eighth grade teacher of composition can select at the beginning of the term about six or seven children who will serve on the reportorial staff.

7. After the advertising reaches sixty dollars or so, a meeting should be called of the Clarion representatives. There should be one in each class above the second year. These representatives will announce to their classes each morning that the Clarion will be on sale on such-and-such a date. The price per copy could be fixed at ten or fifteen cents and the pupil representative will collect the subscriptions and twice a week report the total number of subscriptions secured in the

class. A chart or poster showing the progress of advance sales made each week might be displayed in the yard or hall. This method will greatly stimulate the sale of the Clarion among the school children.

8. When the entire manuscript and the photographs are ready for the printer as well as the advertising copy, about a week will give galley proofs ready for the dummy arrangement. The printer will be glad to assist the principal in the preparation of the dummy. After the dummy has been returned to the printer and before the five hundred copies of the Clarion are ready for distribution, every possible effort should be made to boost advance sales. Discourage last minute purchasing of the paper.

9. As soon as the Clarion has been received from the printer and distributed through the pupil circulation manager to the class representatives, no time should be lost in sending for the pupils who canvassed for advertising which is payable upon delivery of the Clarion. It is a good time when the Clarion is delivered to the advertiser to have him sign for a repeat ad

for the subsequent issue.

In conclusion, I may say that success in this field depends upon rousing competition, using posters, the giving of frequent booster talks by the capable pupils in assembly exercises, and by placing the proposition before the classroom teachers that will elicit their hearty cooperation. Last but not least, the merchants in the community must be thought of. They are entitled to a fair return for the money they put into paying for ad space, so let the Clarion be a publication that both school and community can be proud of, in appearance, standard, and content. The Clarion can become a vehicle that not only will become a source of revenue, but also a big medium in boosting the spirit of the school and cooperation between teachers and pupils.

Entertainment Being Made.

Homes are making their own entertainment. The recent unprecedented demand for lawn croquet sets is significant.

A corresponding development may be seen in schools. While for two years other magazines have suffered enormous losses in circulation, School Activities has twice doubled its subscription list. Schools are now solving their extra curricular problems with more effectiveness and with almost no cost.

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Here is the official list of school clubs that are functioning in Troop Junior High School, New Haven, Connecticut. This is a large junior high school noted for its success in extra curricular activities.

CCDD 111		
Club	Director	Room
Adjustment	Miss	Gallivan—215
Algebra	Miss	Weiler-312
Anthology	Miss	McKeon-305
Art	Mis	ss Isaacs—310
Rand	Mis	s Cutler-314
Rook Lovers.	Miss	Norman-302
Checker		iss Baxt—214
Chacker	Mrs. Os	terwens_315
	s) Miss Clar	
	s) . Miss Tolma	
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	Miss Kenn	
Dancing	Miss Byr	ne—Careteria
Dramatic	Miss C	asnman—212
Dramatic	Miss G	oldstein—301
Dramatic	Miss H.	F. Healy—107
Dramatic	M	iss Noa—203
Figure Drawin	ngMiss I	Newman—209
French	Miss	Moylan—309
Game	Miss I	Halperin—316
German	Mrs. Da	venport—210
Girl Scouts		. Welter-109
	rls) Miss	
Home Nursing		
	Miss Galvin-	Nurse's Room

First Aid. . Miss Galvin-Nurse's Room

Handicraft (Grade VII)

(Boys) Miss Wallace—303

Handicraft (Grade VIII

Mr. Bender—Boys' Gym

Leadership (Girls)

Miss Bradley—Girls' Gym
Library Miss Baker—Library
Operetta Miss Lynde—Assembly Hall
Miss Leonard, Miss Maher— and
and Mrs. Rothschild— Foyer

Patch Work Quilt Miss Mackey—307 Printing..... Mr. English—Shop No. 3 Rifle. Mr. France and— Assembly Hall

Mr. Sternberg—Rear and Armory Scenic Designing....Miss Klingler—306 Sewing.......Mrs. Kiesel—H. M. Apt. Sewing, Knitting

and Crocheting. Mrs. Richardson—161
Shorthand Miss Horn—201
Social Activities Miss McKay—304
Stage Property. Mr. Carroll—Shop No. 4
Stamp Miss Knollmeyer—198
Study Miss Galligan—Library
Swimming (Boys)

Mr. Cramer-311 and Y. M. C. A.

Swimming (Girls)

Club Director
Glee Club (Boys) Miss Leonard
Orchestra Miss Maher
Safety Patrol Miss Gallivan
School Community Council
Miss Knollmeyer

New Haven, Connecticut.

Approved: J. A. Fitzgerald, Principal.

Extra Numbers at Half Price.

New subscribers to School Activities will be interested to know that, besides complete files of back numbers at \$1.25 per volume, several hundred assorted back numbers are available at ten—no two alike—for a dollar, cash with order.

Being a specialist in some extra curricular field may give you a lead into another vocation, when and if the surplus of qualified teachers makes it imperative to seek allied fields for a job.

Dramatic Coach! Order Max Factor Make-up

Grease Paint Grease Cold Cream Rouge
Dermatograph Pencil Crepe Hair
Liquid Body Make-up
Write us for prices.

MORRIS DRUG CO., Emporia, Kansas

NATURE TAKES CARE OF A LOT OF THINGS.

A ONE ACT PLAY. By Montanye Perry, Nell K. Brown

Setting—A modern living room with dining corner.

DAUGHTERS. J Geraldine Cabot Betty Cabot SON. Jack (John Jr.) Cabot (Dan Sellers

If the Cabot family is musical, use them as indicated.

(Mr. and Mrs. Cabot and Jack seated at dinner. Betty enters and takes seat as curtain raised.)

Betty: Mother, I do think Jack might have some manners! He behaves worse than a - - hottentot! I think people should be as well bred at home as anywhere

else.

Mrs. Cabot (Lifting her eyebrows and looking at Betty): Speaking of good manners at home, (crisply) one of the unforgivable sins is to be late for a dinner engagement. Our dinner hour is six-thirty.

Jack: A three-bagger for Mumsey! (Chuckling between gulps of soup and

crackers.)

(Apologetically): I'm sorry, Mother. I stayed too long at the library. But, anyhow, why shouldn't Jack get up when I come in? (Disgustedly) He just sits there and stuffs, and doesn't pay the least attention to anything! Look how he scoops his spoon toward himself instead of pushing it away. And this afternoon when Cecelia came in he was sprawled out in the chaise-lounge, and he never got up at I was so ashamed! Cecelia's little brother is only six, and he always rises when I come in and when I go away. I hate to have her think we are savages!

Jack (Explodes): Good night! That little Cedrick Kent's a joke! Wait 'till he gets in public school. The fellows'l take that Fauntleroy stuff out of him fast enough! Think I'm going to pop up like a jack-in-the-box every time one of your friends come giggling in! I rise for Mother's company and I scoot Mother up to the table when Dad's not here, and that's enough. And what's the sense in pushing

my soup spoon away from me, I ask you? It's me that wants the soup!

Betty (Appealing to Mr. Cabot listening in with quiet enjoyment): Daddy, don't good manners mean anything to a man? Don't they help him in business or to get him into good clubs, or something?

Mr. Cabot (Gravely): I have heard it hinted that such was the case, my dear. Yet, when I think of the kings of finance who rule my working hours, or my fellow sportsmen on the links, I am obliged to confess that their manners have not that repose. The worst office boy I ever had "sirred" me within an inch of my life, and the best one said "sure ting" whenever I asked for anything. Nevertheless, I confess I should thrill with pride had I a son who combined the courtesy of the sirring youth and the initiative of the sure ting lad, or had I a beautiful daughter who could come in to dinner with her hair looking so beautiful and yet not be late.

Mrs. Cabot (Smiling proudly at Mr. Cabot): If the Allies had only known about John when they picked out the men for the Peace Table!

(Betty preens herself, and Jack grins. After a moment's attention to eating, Betty asks of her mother.)

Betty: Would you let me go to ride with Dan Sellers in his new roadster, Mother? Right after dinner? We'd be back by nine. Please, Mumsey, (hastening to forestall a refusal) I'm the first girl he has asked. I told him you wouldn't allow me to go off anywhere, and he said we'd just drive around town.

Jack (Jeering): Great stuff. Fixin' it so none of the other girls can miss it. Why not have the band go ahead?

(Mrs. Cabet's eyes question Mr. Cabet's.)

Mrs. Cabot: I don't know - - (doubt-

Mr. Cabot: Dan's a good level-headed youngster. I wouldn't be afraid to trust his driving.

Mrs. Cabot: Well - - is your home work done?

Betty: Yes, I only had a theme for Eng-

lish and I did it at the library.

Mrs. Cabot: Very well, you may go; but speaking of English themes, Miss Maxwell spoke to me again today about your spelling. She says you simply do not try to improve; that you would always have honor grades in English if your ridiculous spelling didn't spoil your work.

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But when one's thoughts are Betty: flowing along so beautifully, Mother, how can one stop to think whether it's t-i-o-n or s-i-o-n? It just interrupts to be always thinking how things are spelled. Shakesneare couldn't spell well, nor - - nor Keats, I think it was! It seems to me that a teacher of English, like Miss Maxwell, ought to realize that inspiration is what really matters.

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Jack: Doesn't good spelling mean anything to a woman, Dad? Doesn't it help her to get into society, or something? (Flings in wickedly.)

(Mrs. Cabot's mouth twitches with a smile, but Mr. Cabot maintains a grave composure.)

Mr. Cabot: Of course, poor spelling always makes the writer of a letter ridiculous. I fancy that a lady who would e-xc-e-p-t with pleasure would have difficulty in holding a place among the elite. And when it comes to maintaining dignity - well, it only takes one mistake in spelling to transform a dignified protest into a silly childish outburst.

Betty (Sweetly): I'll try to do better, and thank you so much for letting me go to ride.

(Betty gives her mother an ecstatic hug, and stoops to lay her cheek against her father's head as she dances past him. Blows Jack a forgiving kiss from her finger tips as she leaves the room, which he answers with a grimace. Mrs. Cabot noticing same says:)

John, Jr., you are very Mrs. Cabot:

rude. Apologize to your sister.

Jack: I'm sorry, Betty. Hope you have a nice ride. (Contritely.)

Betty: Thanks, Jack dear! (Her voice floats back joyous and affectionate.)

(Jack grins and comes to Mother's side.) Jack: I was only fooling, Mumsey. Betty's all right only she fusses at me so about things that don't amount to anything.

(A splendid place to run a musical num-

(A whistle sounds outside.)

Mrs. Cabot: Well, run along. Jim's whistling to you.

(Jack goes out. Mrs. Cabot's expression sobers into discouragement.)

Mrs. Cabot: Jack is unmannerly - - -. Unless I nag him all the time, he ignores the most obvious acts of courtesy. And Betty is so ridiculous with her talk about inspiration and the unimportance of spelling. I wonder how I can make them see



Like a Phone Booth on

Your Desk

The HUSH-A-PHONE for Pedestal or "French" Phone

Makes any telephone as "private as a booth."

VOICE PRIVACY: OFFICE QUIET: Safeguards confidential business or personal conversation. Conscious or unconscious eavesdroppers cannot hear a word.

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QUIET WIRE:

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- - . (Her voice trails into a worried silence, but Mr. Cabot laughs easily.)

Mr. Cabot: Cheer up! I remember I thought spelling was a non-essential until I got my first job and the boss took that idea out of me in about two jumps. And Jack's at the age when no regular feller can act really civilized. It's against the code. But he'll get over that, too. Nature takes care of a lot of things, if you just wait for her.

Mrs. Cabot: What's nature got to do

with - -

(A light foot on the stairs descending. Ayoung voice hums a careless little tune. Mrs. Cabot listens as though she hears more than the tune. Calls.)

Mrs. Cabot: Come in, Jerry. Let us feast our eyes on our beautiful daughter

setting out for her dinner dance.

Geraldine (Outside, hurriedly): Sorry, Mother. Kent's waiting and we're late now. I've just got my pink frock on, as usual. Bye, dears.

(Mrs. Cabot's eyes narrow a trifle. Her voice takes on an imperative note.)

Mrs. Cabot: I wish to see you before you go, Geraldine. Kent can wait another

Your invitation said dinner at minute.

eight, you know.

(Geraldine comes slowly to door. Stops just inside room where shadows are thickest. Dressed in soft pink dress looped with sprays of silver. Mrs. Cabot goes to wall, presses electric button, and room is flooded Geraldine is powdered to with light. chalky whiteness, rouged to a deep crimson; purple shadows under eyes, heavily made up lashes, etc. Mr. Cabot turns round pleasantly and when he sees Geraldine, he stares blankly.)

Mrs. Cabot: Geraldine! Is it possible you would go out like that? Haven't you a mirror in your room? Can't you see how

perfectly absurd you look?

Geraldine (Impatiently): Oh, Mother! all the girls use a little makeup. Why do you have to be so Mid-Vic - - - ?

Mrs. Cabot (Briskly): That will do. If it were not unforgivable to disappoint a dinner hostess, I should be tempted to send you straight to bed. As it is, you may go up and wash your face and make yourself presentable. You'd better hurry or Kent will grow impatient.

(Geraldine glances from Mother's firm look to Father's disapproving eyes. whirls and goes stormily up the stairs. Mrs. Cabot busies herself with the table, and Mr. Cabot finishes dinner just as Ger-

aldine returns.)

Geraldine (Icily): Now, may I go?

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Mrs. Cabot: Yes, dear. Have a good time and be home by eleven.

(Geraldine marches haughtily from the room.)

Mrs. Cabot (Sighs): Dear me!

Mr. Cabot: Whatever possessed her to do that? (Fretfully.)

Mrs. Cabot: Oh, it's been creeping on for weeks. I have to watch her all the time. I suppose Betty will begin it soon. What my Mother did with six girls, I can't imagine.

Mr. Cabot (Soothingly): Don't take it so hard. They'll get over it. Nature takes care of a lot of things, as I said before.

Mrs. Cabot (With some feeling): It's easy enough for you, but if you had to ... (an auto horn sounds). There's Dan's new roadster honking!

(Betty rushes down, blue tam and blue cloak covering her white girlish frock.)

Betty: I look like a little-blue-ridinghood. (Pouts.) I wish I could have a wrap like yours, Mother.

Mrs. Cabot (Teasingly): Would you like me to take to a crocheted hood and a

wheel chair?

Betty: Oh, Mother! (Good naturedly.)

So long. See you later.

(Mrs. Cabot rings for maid to clear the Mr. Cabot goes up stairs. Mrs. Cabot gets her sewing basket and sits down near the reading lamp. Busies herself, or music would fill in here nicely.) The door bell rings, and a cheery male voice calls out, "Hello! Where's everybody?"

Mrs. Cabot (In dismay): Oh, dear! (Louder.) Hamilton, come into the living

room.

(Hamilton enters. Shakes hands with Mrs. Cabot cordially.)

Hamilton: How are you, Mrs. Cabot?

Where's Betty?

Mrs. Cabot: It is Wednesday evening, isn't it? Betty must have forgotten. She's gone riding with that Sellers boy—he has a new roadster.

Hamilton (In surprise and reproach): Automobiling? Tonight! With Dan Sel-

Mrs. Cabot (Apologetically): I'm awfully sorry, Hamilton. She was so excited about being honored with the first invitation for the new car. But they're just driving about town until nine. Sit down and entertain an old lady for a while.

Hamilton (With injured dignity): Thank you, Mrs. Cabot, but I think I'll catch the next car back. We're frightfully

busy and I ought not to be away tonight. really. I keep my engagements at the risk of wrecking the whole business, and this is my reward.

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(Despite her attempt to show regret. Mrs. Cabot's eyes twinkle. Hamilton throws his head back and asks stiffly.)

Hamilton: I wonder if I may just leave a little note for Betty?

Mrs. Cabot: Of course. You'll find everything on the writing desk. Turn on the light.

(Hamilton goes to desk across room, turns on desk light. Sits with back to Mrs. Cabot and audience. He tears two sheets of paper, and crumbles a third before he finally finishes; puts envelope on desk, turns out light and rejoins Mrs. Cabot. Bids her "Good night" painfully, politely and strides stiffly out of door.)

Mrs. Cabot (Remarks): Life is so fearfully serious at nineteen.

(The Maid enters. Announces she is all through and leaving. Mrs. Cabot bids her "Good night". Exit maid. Mr. Cabot comes downstairs into sitting room.)

Mr. Cabot: I'm going out for a little while. Harriet.

Mrs. Cabot: All right. Hurry home.

(Mr. Cabot leaves, whistling. In a moment a clock begins to strike. Mrs. Cabot glances up at the sound of an auto horn. Soon Betty rushes breathlessly and radiantly into the room, throwing off her coat and tam, talking the while.)

Betty: It was just heavenly! I love riding at night. The road runs on ahead of you as if it was trying to tempt you to speed up, and everything's so fresh and sweet and sort of mysterious. Dan's a nice boy, Mother. Of course, he is just a child · · · · only sixteen. But he's nice!

Mrs. Cabot: I remember you discovered your toes about the time he was born, so you're centuries older, of course. (Mockingly - - - Then seriously) Did you forget it was Wednesday, dear? Hamilton came. He left a note for you on the writing desk.

Betty: Oh! I thought maybe he'd wait! (So she hadn't forgotten.) Couldn't you vamp him for a while, Mumsey? laughs as she moves toward the writing desk, turns on the light, sits down to read the note. Exclaims indignantly.)

Oh! (She reaches for paper and pen, and begins to write furiously.)

(Mrs. Cabot looks at her and smiles. Resumes her sewing.)

Betty: Mother, do you spell absurd with s or z? (Deadly seriousness.)

Mrs. Cabot: S. dear.

(Silence except sound of writing. Then) Betty: Mother, has tyrannical two r's and two n's?

Mrs. Cabot: No. One r and two n's. Betty: Thank you - - - . Is overbearing b-e-a-r or b-a-r-e?

Mrs. Cabot: B-e-a-r.

(Mrs. Cabot is shaken with silent laughter, but Betty is entirely unconscious of any humor in her questions.)

Betty: Is independence e-n-c-e or a-nс-е?

Mrs. Cabot: E-n-c-e.

Betty: Do you write cave-man with a hyphen, Mother?

Mrs. Cabot: With a hyphen.

(Betty finishes letter—seals—turns off light.)

Betty: May I run down to the corner and mail this so Hamilton will get it in the morning?

Mrs. Cabot: Yes.

(Betty rushes out. Mrs. Cabot puts her sewing away.. Straightens the room. If Mrs. Cabot is musical, it would be an opportune time for a musical number. Betty returns.)

Betty: Mother, Jack is out there with that silly little niece of Mrs. Dyer's. Isn't it funny for Jack! What do children like them find to talk about?

(From the outside floats a clear high voice.)

Voice: Now you give me my handkerchief, Jack Cabot!

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you call Jack in?

Mrs. Cabot: He'll be in soon. That handkerchief stuff is the beginning of "good night". (Laughingly.)

(The children's voices continue to wrangle good naturedly. Soon it stops and

Jack comes running in.)

Jack: Am I late? I got to talking and didn't hear the nine o'clock bells. (Then blurts.) Mumsey, how can I learn a lot of manners?

Mrs. Cabot (Gasps weakly): A lot of

manners?

Jack: Yes. I mean - - - I don't know lots of things. There must be some kind of a book, isn't there? Ought to be, anyhow. A fellow feels like a fool if he doesn't know - - - oh, know anything. (Finishes vaguely.)

Mrs. Cabot: I'll get you a book. (Try-

ing to be as serious as Jack.)

Jack: I'll be going up now. Goodnight. Mrs. Cabot and Betty: Good night.

Betty: Mumsey, do you know where my spelling book is? I'm going upstairs and study for a while.

Mrs. Cabot: In your room, I think. Don't sit up long, and pleasant dreams.

(A clock strikes eleven. Motor horn sounds.)

Mrs. Cabet: Here's Geraldine.

(Geraldine enters.)

Geraldine: I had such a good time, Mumsey! (Drops on footstool beside Mrs. Cabot. Leans against her and looks up into her face appealingly.)

Geraldine: I'm sorry I was so silly, and rude to you, and everything. I don't know

what made me act so.

Mrs. Cabot: Never mind, dear. It's all over and forgotten. I'm glad you had a nice time after all. I thought you would.

Kent's very nice.

Geraldine: He's just splendid, Mumsey. All the other girls want him and he won't look at them. And he's the oldest man in our set. And he's lived in New York, and knows so much about the world! Just think, he'll be twenty-two his next birthday.

Mrs. Cabot: Mercy! Has he any gray

hairs yet?

Geraldine: Oh, I know it seems silly to anyone as old as you. But he is splendid, and tonight, Mumsey, something happened that made me know I'd never rouge again, nor use lip-stick, and only the teeniest bit of powder. I'm going to do deep breathing, and take long walks, and - - - and

go to bed early! (With a heroic flame of resolution.) You see, Mumsey, coming home Kent said he couldn't see why some of the girls made themselves look so cheap with makeup and ridiculous dresses that their mothers ought to be wearing. Of course, he didn't mention any names—he's too well-bred for that—but he said the thing he first noticed about me was that I was always just right for a young girl. He said, of course, young girls of the best families didn't use rouge and lipsticks and black their eyelashes, that they just looked healthy and out-doorsy, and young—like me!

(Mrs. Cabot smiles a knowing smile, pats Geraldine's head.)

Mrs. Cabot: That's nice dear,

Geraldine (Rising): My, it's late. I must hurry to bed. Good night.

(Just then Mr. Cabot enters. Geraldine

bids him good night, and exits.)

Mr. Cabot (Walks over to Mrs. Cabot): Well, how's everything, and the family in general now, Mother?

Mrs. Cabot (Chuckling): As you said, John, "Nature takes care of a lot of things" - - - The children are all going to grow up, dear!

(Mr. Cabot leans down, put his arm around Mrs. Cabot's shoulders, and with his face against her face, says.)

Mr. Cabot: And so are you, sometime.

(Smiles and gives her a hug.)

Curtain

MAKING DREAMS COME TRUE.

By ALINE BALLARD

The Fordson High School, Dearborn, Michigan, with two thousand students, has developed a unique and efficient system of vocational guidance, and one which has proved of value both to students and educators. The children choose their courses of study, it is believed, more intelligently than before its adoption; and the analysis of their vocational choices is of practical help to the school executives in planning the most suitable curriculum and equipment.

Every pupil between the seventh and twelfth grades records on a blank furnished for that purpose his first and second vocational choice. These guidance sheets list many possible occupations open to the individual. More than a hundred lines of work are classified.

One might think that children confronted with so wide a choice would be bewildered

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a fair comp chose or choose lightly; that Bob would want to be an engineer because Jim selected that, or Mary take up teaching because she has a crush on some particular teacher. This is anticipated.

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The foundation for the vocational choice is laid weeks ahead. To this end, bulletins are issued and these with frequent group meetings and discussions not only impress upon the student the importance of electing his ultimate vocation early in his school career but also prepare him to make his choice a sane one.

Bulletin No. 1 describes the construction of a large building through the successive stages of mental picture, blue print, gathering of raw material to the completed structure. His life, it tells the student, must follow the same plan; first, a dream of the future, then plans for it, and choice of material that fits into the plans, until finally the whole has been builded into a worth-while structure.

The text of the second bulletin is contained in the words of Abraham Lincoln: "I will study and get ready and some day my chance will come". In addition, the following questions are presented as necessary for consideration in choosing any kind of work:

1. What kind of work do I like?

2. Why should I select this particular kind of work?

3. What do I know now about this kind of work?

4. Where and how may I find out more about it?

5. Am I physically and mentally able to do this work?

6. Is there a demand for people to do this work?

7. Is there chance for advancement in this work?

8. Have I the time and money to prepare myself for this work?

Will this work furnish me the opportunity to make a good living?

10. Will I be of benefit to the people about me?

Other bulletins take up these questions in detail, pointing out the qualifications and preparations required for the various vocations.

The pupil, having studied the material at his disposal, consulted his teachers or faculty advisor and taken part in group discussions, should by now be able to make a fairly intelligent choice. He joins a group composed of other students who have chosen the same vocation and is ready for

final instructions and advice. This he receives on "Opportunity Day".

"Opportunity Day," as it is called in Fordson High School, occurs each November during National Education Week. The students of the various groups are, at this time, put in charge of a counsellor from outside the school system. The counsellor for each group, a man or woman outstanding in the work these particular pupils have chosen, is selected by the executive head of the school department under whose domain preparation for that vocation naturally falls. Rarely does anyone refuse to act in advisory capacity.

During the day each speaker gives an address, after which he talks informally with his group answering questions and arranging visits to factories or business concerns illustrative of working conditions in that field.

The speakers are asked to arrange their talks along specific lines outlined by the vocational committee. Each speech, therefore, describes a certain work, the duties of those engaged in it and the qualifications required for success. Obviously, the person who stutters should not elect a job requiring public speaking, nor one with poor eyesight choose to be a seamstress. But, some qualities and physical characteristics required by an occupation are not so clearly defined, and those the speaker points out. Everybody wants to know what an occupation is worth in dollars and cents; and so the scale of wages and the length of the working season are outlined. But a job "in the bush" is no good and the counsellor must tell his group how to go about it to get the coveted work, outlining steps that will give the best chances for success.

Whether these youthful preferences and elections will endure throughout the school year and afterwards remains to be seen. What is more important is that such a program of vocational guidance starts young people investigating the many fields of work open to them, so that when they have to choose one, they at least know what it is all about.

George Washington's Life

A New Idea in Playlets
Eight Parts — Sixty Minutes
Easy to Present—Pleasing to Your Audience
New Monologue Included
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Stunts, and Entertainment Features

For Parties, Banquets, Assemblies, and Money-Making Entertainments.

A Literary Digest. By LENA MARTIN SMITH

A magazine pageant of forty minutes. It may be presented by class, club, or department with very few rehearsals. Have printed programs, or posters announcing each event, like a vaudeville bill.

PROGRAM.

I. A CLASSIC COVER.

Curtain opens slowly on a tableau of Whistler's Mother posed by a high school girl. Music, "Silver Threads Among the Gold."

II. TOPICS OF THE DAY.

Newsboys cry "Huxtry! Huxtry!" crossing the stage a time or two before gathering in the center and discussing the news. Each mentions the paper he sells and comments on something such as, "We believe this country's headed straight for revolution!" Another shouts, "We don't! We believe the greatest prosperity ever known is coming about next year." Any news, local or national may be used. As a man crosses the stage, they follow, trying sell the "News".

III. LETTERS AND ART.

Have the janitor pushing the broom about cleaning (on stage) after school. All of a sudden he sees a note. He picks it up, uncrumples it and reads aloud a note to a popular girl from her "steady". Not too mushy, though.

IV. SOCIAL SCIENCE.

This should be a drill or display, depending upon which group is sponsoring the program. A blue triangle drill is good, or a Home Economics fashion display.

V. CURRENT POETRY.

If no local school verse is available, each of two girls and two boys may recite, bashfully, Mother Goose rhymes, assigning them to some high school poet in each instance.

VI. SCIENCE AND INVENTION.

A desk and chair are placed for a teacher. A boy slips in and puts a tack on the teacher's chair. The placard reads "Invention". The teacher arrives, dusts off both chair and table before sitting.

Placard reads, "Science". Pantomime. Music, "School Days".

VII. PERSONAL GLIMPSES.

Impersonate Our Faculty at Home. Use kid curlers, safety razors, smoking jackets, dates, anything suitable for a take-off on the faculty members. Names could be pinned to the back, music played throughout, and the curtain drawn for just a moment between each short scene. Get their real apparel if possible.

VIII. SPORTS AND ATHLETES.

A girl in extreme costume with tennis racket—boy of unusual size and padded if necessary, seated with backs to the audience. A tumbling act, tableau of a basketball play, or an Indian club drill may be used here.

IX. INVESTMENTS AND FINANCE.

A girl in a millinery store, buying three hats and paying fifty cents down; or a high school bachelor's kitchen. Pantomime accompanied by music.

X. THE SPICE OF LIFE.

A slumber party telling funny stories before sleep, or real school jokes collected and told by roommates. BACK COVER.

Boys on Kiddie Kars placarded with the name of an automobile on each. Big sign: "Texaco Makes 'Em Go".

Our National Hero-Washington.

A Program of Mixed Numbers
By Anna L. January

Music: "Father of the Land We Love", from Bicentenary Committee, Washington, D. C.

Flag salute, led by Boy Scouts. Student leader gives the poem, "Washington".

A baby, soft and helpless,

Born a patriot and sage; He came and grew to man's estate

Without a thought of war to wage.

Then stood for men and freedom's cause

And bravely led men on, Two hundred years and his just laws

Crown him our Washington. Living picture, mother and child at Wakefield, his birthplace. stud M Hav Was hear

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(A group of children enter.)

STUDENT LEADER: Well, what are you students up to, today?

Mary: You ought to be ashamed to ask. Have you forgotten? We are celebrating Washington's birthday. Better stay and hear our program.

JOHN: I'm to tell about Washington's parents and home. (Reads one of the prize essays from the Bicentennial committee.)

EDITH: I've chosen some quotations from his writings, for my part. I took some that I like.

"I had rather glide gently down the stream of life, leaving it to posterity to think and say what they please of me, than by any act of mine to have vanity imputed to me."

"Envious of none, I am determined to

be pleased with all."

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"This being the order for my march, I will move gently down the stream of life, until I sleep with my fathers."

"Character and habits are not easily

taken up or suddenly laid down."

"A good moral character is the first essential in a man for few men have virtue to withstand the highest bidder."

"I never wish to promise more than I have a moral certainty of performing."
"Discourage vice in every shape."

"We must bear up and make the best of mankind as they are, since we can not have them as we wish."

"We should never despair."

STUDENT LEADER: Do you remember about the Boston tea party?

SOLOIST, OR GLEE CLUB, OR ALL: Yes, we certainly do. Let's sing the Revolutionary Tea, page 112, Golden Songs.

EDITH: Mary, is the story of Washington and the cherry tree true? Did he really

cut it down?

MARY: The story was written by an early historian named Wissen, but it has been proved his work is not authentic. Yet it is a lovely tradition, and might be true. It does show how very much Washington loved the truth. I like that other story better, though—the one about the penny and the sovereign. A guide was showing a party of Englishmen around at Mt. Vernon, and one of the visitors gazed a long time at the Potomac. At last the Englishman asked, "Is it really true that General Washington in his youth threw a shilling clear across the river?" The loyal American guide replied, "Every word of

that is gospel true. But in after years he did still better—he tossed a sovereign clear across the Atlantic ocean!"

STUDENT LEADER: We have a wonderful old song, the one that was adapted from the *President's March*, by Joseph Hopkins. It was first played in 1789, when Washington came to New York to be inaugurated. The ———— will sing it now.

Song: "Hail Columbia", Hundred and

One Best Songs, page 6.

Living picture, Washington and the Children.

MARY: Have all of you learned Washington's Golden Rule? I'll be glad to have you give it.

ALL: "Be it your maxim not to ask what, under similar circumstances, you would not grant."

JOHN: Do you think Washington went to church? Tell us, Phoebe, about that.

PHOEBE: I know he did, because I found he ordered his men not in action to attend Sabbath services. Then, too, I can quote his words: "I shall always strive to prove a faithful and impartial patron of vital religion. It is impossible to reason without arriving at a Supreme Being. True religion affords government its surest support. Labor to keep alive in your breast that little spark of celestial fire called Conscience." Marion, what have you to tell us that you learned about our Washington?

Marion gives a paraphrase of some part of Washington's life, or reads the other

prize essay.

PATRICK: Gee! I wish I could have a friend like Washington. He said, "The company in which you will improve most will be least expensive to you;" and another time, "True friendship will not be impaired by absence."

Living Picture, Washington the Surveyor (with tripod and stacked guns).

Song (Either solo or quartet): "The Soldier's Farewell", Golden Book of Songs, page 124.

STUDENT LEADER: A good friend is always a patriot. Nathan, tell us what our first President said about the love of his country?

NATHAN: He said many things. "Liberty, when it begins to take root, is a plant of rapid growth." "Let us have a government by which our lives, liberties and properties shall be secured." "I have not only grown gray but almost blind in the service

of my country." "The love of my country has been the ruling influence of my conduct."

Living picture, Washington's Farewell to His Soldiers. (Have Martha in the back-

ground.)

Student leader may give stories of Washington as President, closing with Oliver Wendell Holmes' Ode, "Washington's

Birthday".

JAMES: We have had a good time two hundred years after the birth of Washington, but do you remember that this month makes our national song "America" just a hundred years old? Jane, tell us about its author.

Jane tells the story of "America" from

Golden Book of Songs, page 3.

Students and audience all sing all verses of "America".

Slim Jim's Gigantic Mammoth Show. By JUNE DONAHUE

A stunt suitable for a very assorted group—assorted in sizes, talents, and ages. May be advantageously used by the student council, the freshman class, your club or any other similarly motley crowd. It makes an assembly program, a party feature, or can be used for the sideshow of your circus or carnival.

PERSONS PERFORMING

SLIM JIM, owner of the show—typical showman, wearing silk hat, long tailed coat, purple vest, paste diamonds, and carrying huge megaphone.

- THE BEARDED LADY—girl with false whiskers. Evening dress.
- THE HUMAN SKELETON—the fattest boy in the crowd. Ordinary suit.
- FORTUNE TELLER—Gypsy girl, or Hindu man. Besides a suitable costume this person must be responsible for having a booth fitted up for private readings after show. If clever, may gaze in crystal and make up outlandish fortunes, or may use any good fortune-telling game available in stores.
- MADEMOISELLE COBRA, the snake charmer—girl in tights or ballet costume. Snake can be made from old piece of garden hose and painted a vivid color. Head and rattles fashioned of wood.
- MADAME CURLEMUP, manager of Beauty Shoppe—wears white all-over apron and carries bag of equipment.
- THE STRONG MAN—boy in shorts, jersey sweater with stuffed arms to represent muscles. He has several weights made of paper and painted black with white figures designating 100 lbs., 2,000 lbs., etc. Pop bottles make good dumbbells, and two balloons con-

nected with stick make a good weight to lift above the head.

- THE SWORD SWALLOWER—boy in gym suit with long stick of peppermint candy.
- THE TIGHT ROPE WALKER—a girl in satin tights, carrying Japanese umbrella.
- RUNAN FETCHIT, the racer—in coveralls, and wearing goggles.
- HURRYUP HURRICANE, his opponent—same idea in costume.
- ALI GAZOOP, the Oriental wizard—bathrobe and Turkish towel for turban.
- Kazooky orchestra, clowns, singers, tap-dancers, wild men, animals, or any other special talents in your group may be used.

A fish pond and ice cream booth may be added if this is given as a money raiser.

Slim Jim (Out of sight, either off stage or outside auditorium door): Lad-e-es and Gentlemen, right this way to Slim Jim's gigantic mammoth show, the greatest show on earth. We have all the wonders of the world—the Bearded Lady—the Human Skeleton-wild animals and wilder men. Right this way, Lad-e-es and Gentlemen. The greatest show on earth-absolutely free-doesn't cost you a cent-not even a thin red dime. Step right over this way, Lad-e-es and Gentlemen. Every seat clean, cool, and comfortable. Come one, come all, right this way to Slim Jim's Gigantic Mammoth Show. (Enters room, runs up aisle, and jumps on to stage.) Here we come, Lad-e-es and Gentlemen, the greatest parade of the ages, a stupendous spectacle for young and old, poor and rich, teachers, pupils, policemen, or bootleggers. See the fat lady, the human giant, and all the wild animals from the darkest jungles of Africa. Slim Jim's Gigantic Mammoth Show, the greatest show on earth.

(Parade enters, led by the orchestra, wearing uniforms if possible, and directed by a majordomo with baton and many comedy effects. Crazy instruments may be used, toy horns, drums, etc., and a great blare should be made but the tune ought to be recognizable. Following come the freaks, animals, wild cannibals, and all the performers. Make lots of this parade, having it circle room and cross stage so audience gets a good look at everybody. After crossing stage, all remain behind scenes, except Slim Jim who never is out of sight during whole performance.)

Slim Jim: And now, Lad-e-es and Gentlemen, you have bravely survived this terrifying parade, so I am going to introduce

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you to some of the most wonderful sensations of the century. First, you are going to have the extreme pleasure of gazing on a Mexican Hairless Dog—the only real Mexican Hairless Dog in captivity.

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(Two orchestra members enter carrying a large box, full of ventilation holes. They act as if the box is very heavy and has something precious within. They set box down very carefully on floor.)

First Orchestra Member (Takes hold of string hanging from box): Here, Fido. (Both whistle and coax.) Come on, that's the nice doggie. (Suddenly pulls out large weiner on end of string, then they run off, First Member with weiner and Second Member with box.)

Slim Jim: No entertainment like Slim Jim's Gigantic Mammoth Show would be complete without a Bearded Lady. Here is the poor unfortunate creature.

(Bearded Lady enters, stands facing audience, stroking beard, looking sad.)

Madame Curlemup (enters hurriedly): 0h, Mr. Slim Jim, won't you please let me fix up this hideous looking woman?

Slim Jim: And who are you?

Madame Curlemup: Why I am Madame Curlemup, the famous modiste. That is my beauty shop over there. Please let me show these people what I can do for this poor lady.

Slim Jim: Well, all right. She certainly is a fright, so I don't believe you could make her look any worse. I don't think you can do anything for her, but go

ahead and try.

Madame: Oh, thank you so much. Now my poor darling, turn your face this way. (Takes out scissors, powder, rouge, etc., and with a few quick motions removes whiskers and reveals a pretty girl nicely made up. This business must be largely faked so as not to drag.) Now, ladies, you can see how very effective my beauty preparations are, and I hope to see each and every one of you at my beauty parlor following this performance. I am giving a special make-up rate today of only five cents a person. My work is absolutely guaranteed to make you look so your own mother won't recognize you. (To Bearded Lady) Come on, dear. You're the best ad I ever had. (Exeunt Madame and Bearded Lady.)

Slim Jim (In front of curtain): Lad-e-es and Gentlemen, you have often heard of Human Skeletons. No doubt, some of you may even have seen a Human Skeleton.

But, Lad-e-es and Gentlemen, you ain't seen nuthin' yet. When Slim Jim presents a Human Skeleton, it is a Human Skeleton what is a Human Skeleton. Lad-e-es and Gentlemen, behold!

Curtain Up.

(Human Skeleton, the fattest boy available, is standing in the middle of stage when curtain rises. This is bound to get a laugh. He grins, bows, and walks off.)

Slim Jim: Now, we have the most famous dancer (or this may be Prima Donna, Violinist, or whatever talent can be had for this number) in America, Mademoiselle So-and-So.

(Dancer comes out and performs.)

Slim Jim: Did you know that in this corner (indicates) there is a fortune telling booth where you can learn all the mysteries of the past, present and future? Our Gypsy Fortune Teller will now give a little sample of her marvelous skill in telling the buried secrets of your life. I am sure you will all want to go to her booth after the show for a private reading. Let me present Gratziocita.

Gypsy (Enters carrying gazing globe): Ah, Lad-e-ez an Zhentelmans, eet ees soch a gran plazure for me to tell for you ze fortune. Aha, eet ees so easy. Why, I can tell anny zhentelman in zees rom ze name of ze lady who weel be hees wife. Who would like to know what hees wife's name will be? (Some brave listener may here volunteer to be the goat by raising his hand, but it is better to have someone planted in the audience to shout out some boy's name, like "John Brown".) Ah, Mr. Brown weeshes to learn what weel be ze name of hees wife. Well, let me tell you. Eet weel be - - - ah - - - ah - - Meesus John Brown. (Exit hurriedly.)

Curtain Down. (Stage Manager places chair in center

stage for snake charmer.)

Slim Jim: No show would be complete without a snake charmer. Here we have Mademoiselle Cobra, the bravest little girl on earth, afraid of no animal that lives, nor all the poisonous reptiles. She will appear with her pet rattlesnake.

Curtain Up.
(Mademoiselle Cobra is seated in chair as curtain goes up, twining and twisting the snake over her shoulders and neck. Suddenly her gaze is riveted on floor, she is horrified and shrieks, Eek, a mouse, drops

her snake and runs off.)

(Stage Manager comes out, put snake on chair and drags it out.)

Slim Jim: Our sword swallowing act is like nobody's business. Watch the man with the cast iron stomach swallow 40 inches of steel at a single gulp. Here he

(Sword Swallower enters, being careful to keep his sword completely out of sight by holding it in hand opposite to audience. Keeps profile position throughout. Braces feet far apart, bends back, has a terrible time getting balanced just right. Finally raises hidden hand containing long stick of peppermint candy, and starts chewing it as fast as possible. Runs off.)

Slim Jim: The strong man, Half-Ton

Gottrocks, himself in person.

(Strong Man enters carrying a great pile of paper weights, etc., which he is to use in his act. Tosses them on floor, making some bounce. Then shows muscles in arms, takes hold of one weight, and with much puffing and straining finally succeeds in lifting it. Does this with several pieces, bows deeply, piles them all up again and carries them out.)

Curtain Down.

(Stage Manager place row of ordinary chairs entirely across stage for rope

walker.)

Slim Jim: Our tight rope walker will now do her stuff. Hold your breath and pray that she does not dash to a hideous death below.

Curtain Uv.

(Tight Rope Walker is standing at one end of line of chairs as curtain goes up. Steps gingerly up on to first chair balancing self with parasol. Walks full length of stage on chairs, jumps from last one, smiles, bows, throws kisses, and exits.)

Curtain Down.

(Stage Manager removes chairs.)

Slim Jim (in front of curtain): As we have advertised far and wide, we will now have a speed car race for the world's championship. On the left we have Runan Fetchit.

(Runan Fetchit sticks his head out of

left side of curtains.)

Slim Jim: And on the right he have Hurryup Hurricane.

(Hurryup sticks his head out of right curtains.)

Slim Jim: All right, boys, let's go.

Curtain Up (Runan Fetchit and Hurryup on either side of stage seated on very small tricycles. Slim Jim shoots pistol and the race is on. A terrific collision occurs, and both are carried off stage by Stage Manager and several assistants.)

Slim Jim: We have saved the most astounding, sublime attraction for the last Ali Gazoop, the Oriental wizard, sees all. knows all, and will answer questions on all personal matters.

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(Ali Gazoop, blindfolded, is assisted on to the stage by Slim Jim, who places a pillow on floor, on which Ali sits cross legged.)

Slim Jim: Oh, great Ali Gazoop, do you think you can answer these questions of the heart, of wealth, and of travel that the pupils have put in this box?

Ali Gazoop: I do. Slim Jim: Well, the first is from (local pupil). He wants to know how he can ditch the next radio lesson his teacher gives

Ali Gazoop: Turn the dial, son, turn the dial.

(A good bunch of pertinent questions and answers applied to local pupils must be worked out here. The very best joke should be saved until last and should be one on Slim Jim, at which he chases Ali clear off the stage.)

Slim Jim: This concludes our free show. Lad-e-es and Gentlemen. At this time we hope you will visit our Beauty Parlor, Fortune Telling Booth, Fish Pond, and Refreshment Stand. At each of these places you may be well served at five cents a shot. And now we bid you all a fond good afternoon (or evening).

Learning to Yell.

By V. HELEN FOX

The success of this stunt depends upon the characters chosen for it. "babies" should be high school boys who are well-known and popular. It will be much funnier if one of them is tall and slim and the other short and fat. Both are dressed in long white gowns and white frilly hoods. The mother and father are "straight" characters. As the curtain rises the father is sitting in a big chair holding Onis, one of the "babies". Oswald, the other "baby" is sitting on a cot or davenport with his legs sprawled out and playing with a doll.

Father: Emily, these twins grow more intelligent every day. They certainly are

a lot like their father.

Mother: Like their father, did you say? Well, that is good. I don't remember you ever showing any signs of intelligence.

Father: Oh, don't you? Well, how about the time I made that spectacular touchdown (or field throw)? I guess it took a little intelligence to know what to do at just the right moment.

Mother: Oh, I'm not so sure.

Father: Well, anyway, I'm going to teach my sons early in life to be loyal to their dad's old school. Come on, boys, let's learn a little yell for (name of opposing school).

Mother: No, no, no! You can't teach them yells for that school. They must learn the (home school) yells. (Putting arms about baby on cot.) You're not going to teach my precious anything like that. Come, Oswald, let's learn a yell for good old (home school).

Father: Here, Onis, if naughty mamma teaches Oswald yells for (home school), we will learn some yells for (opposing

school).

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(Simultaneously the mother and father repeat the yells of their respective schools and the babies follow them word for word. They talk louder and louder in their attempts to outdo the others. Finally, Onis begins to cry. Oswald, seeing Onis crying, begins to cry, too. Mother and father look at each other in consternation.)

Mother: Now look what you've done. Father: What I've done? I think it's

what you've done.

Mother: Onis, darling, don't cry. Tomorrow mother will teach you a real nice yell, nicer than any daddy knows.

Father: Listen, pet—stop crying now. Daddy will teach you a nice, nice yell—lots nicer than any mother knows.

(Babies continue to cry loudly.)

Mother: I'll tell you what let's do. Let's compromise.

Father: Yeah—compromise and do what

you say, I suppose.

Mother: No, I mean really compromise. Let's let the boys yell for whichever school they want to.

Father: Well, that sounds fair enough. Come now, children, stand right here (indicates front of stage) and mamma and I want to hear you yell nice and loud which ever school you like best.

(Babies give a vigorous yell for home school during which father sinks down disgustedly into chair and mother looks very

much satisfied.)

Righto.
By Antonio C. Correa.

CHARACTERS. Al: Alumnus. Cal: Graduate.

TIME: June. PLACE: What you will.

AL: Where did you say you were coming from?

CAL: From school.

AL: From school? Are you still in school?

CAL: Certainly.

AL: And when do you graduate?

CAL: I already did.

AL: You are getting on. But you didn't tell me anything about it.

CAL: No. I was ashamed of myself. AL: Well, let that go. I want to con-

gratulate you. (Extends hand.)
CAL: I think we had better not shake.

AL: Why?

CAL: Because of an incident that happened on graduation night.

AL: Come on, tell me all about it.

CAL: On graduation night I was given my diploma stating that I had fully completed the course of study prescribed for high school.

AL: I don't see anything in that to feel

bad about. You should be happy.

CAL: But as the principal was giving me my diploma, he said to me and the audience, "Cal," he says, "It's time you graduated. You've been here six years."

(BLACK OUT)

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Games for the Group

A Play Night for Hallowe'en.

By BERENICE MUELLER BALL

Hallowe'en means party time. Almost every school club, organization, or class celebrates it in some way or another. Frequently, however, these parties undertaken so blithely by a committee prove really hard work. Large groups are always hard to handle so as to insure everyone a good time.

To meet this situation, Play Night has been planned minutely. A committee of five can easily take care of a hundred or more guests if the directions are followed

carefully.

The general ideas of the party are first, to get everyone thoroughly mixed, no wall-flowers, no cliques; second, to give some interesting small-group games; third, to alternate active with quiet games; and to finish the evening with a never-to-be-forgotten ghost story session by candlelight. Additions or subtractions may be made. For example, if no good story-teller is at hand and social or square dancing is approved the party might very well be finished with that instead.

Much of the success of the party depends on thorough advance preparation. It is always a good idea at any party to have activities or specialty stunts in reserve. Nothing can so easily kill the interest in a party as playing a game with no group-appeal. If this situation arises call on some old trusties for a song, dance, or joke skit. Then proceed with the next

game.

POSTERS OR INVITATIONS.

Mean witches, black cats, grim goblins, pale ghosts,

At a Hallowe'en Festival will be your hosts;

In costumes concealing

And masks non-revealing

Come and play with the witches, cats,

goblins and ghosts.

This limerick may be used on individual invitations or on a poster. Added to it should be the place, the time, the date, and R.S.V.P. If extreme novelty is desired, the last line may be omitted from the poster and a box placed beneath for R.S.

V.P.'s on the reverse side of which the guest complete the limerick to his liking. Prizes may be given for the best ones.

Invitations or posters should be placed well in advance.

THE PROGRAM OF GAMES.

Teams													I	1	r	m Bands
Black C	a	t	S			 	 					 				Black
Ghosts.																. White
Goblins																Orange
Witches	3.		٠		٠	۰										Green
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GROUP I—Get-Acquainted Games.

1. Good Evening!

Guests form circle, hands joined. One person is *It*. He runs around the circle and separates any two joined hands. These two players then turn and run in opposite directions shaking hands three times and saying "GOOD EVENING!" three times as they meet and pass at the far side of the circle. *It* steps into one of the vacant places and with the first player back, he completes the circle. The slower one has to be *It*. Continue playing until nearly all of the guests have assembled.

2. Find Your Partner Stunt-

Line boys up on one side, girls on the other. Admonish each player not to reveal what is on his slip. Each girl finds her partner by finding the boy who is doing the activity that is written on her slip. Tell them to be sure that the partner's slip bears the same number as their own. Then watch the fun. First couple to get together leads the grand march.

3. Grand March-

Use the customary figures and continue until the judges have arrived at a decision. Real prizes or merely honorable mentions may be given then or at the close of the evening. Players unmask after the march. Everybody sit down.

II. Specialty Dance.

Any clog or character dance done in suitable costumes.

III. Group Games.

Everyone to his own corner. Allow five minutes at each corner and have the teams progress around to the right. The leader keeps time and signals the changes with a kazoo. In every game, credit winning team two points, second one point, and no individual scores.

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page are of 1. Pin Leg on Skeleton-

In turn, blindfold each player, spin him, and let him try to pin a leg on a skeleton. One point for each successful pin-on.

2. Bobbing for Apples-

Usual procedure. Score one for each apple secured.

3. Apples on Strings-

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Same rules as above.

4. Marshmallow Chew-

Give each No. 1 a Form two lines. string. Each couple performs in turn. If they get to the marshmallow before the leader counts 1-2-3-4-5, fairly fast, they score one for their side. If they do not they may continue but the leader must go one to the next couple in order to finish in five minutes.

IV. Old Witch Relay.

Everyone to his own corner.

1. The teams line up in four files behind a start line. Give each leader a broom. The broom is ridden to a certain point, brought back and handed to the next run-

V. Pumpkin Hunt.

1. The teams hunt the pumpkins that have previously been hidden. Seven minutes time limit. Give team totals for scor-

VI. G-hosts and G-oblins.

1. In this game the Ghost team plus the Black Cats will compete against the Goblins and the Witches. If points are scored, each of the winning teams scores two points, no second places. The teams line up on a center line, each player toeing the line. Designate two safety lines as far behind each team as possible. The leader calls out "G - - - - hosts!" or "G - - - - oblins!" The called team must run for safety pursued by the opponents who try to tag them. Anyone tagged must join the other side and the team that finally acquires all of the players wins.

VII. Group Stunts.

1. Allow five minutes for each group to think up and prepare a stunt. Give two points for the best, one for the second best.

VIII. The King of Spooks. 1. For sheer foolishness and to give the leaders a chance to total the team points, this childish game is revived to put a climax on the evening's fun. The rules and music for "The King of France" (Bancroft, Plays and Games, MacMillan Co., page 273) are used. If two natural cut-ups are chosen as the two kings, well—just see for yourselves.

Time Out for Refreshments.

1. While the committee is serving, the announcements of the individual prize winners for the grand march and the team winners should be announced. They may be made to make speeches or to do stunts. The prizes may be real, foolish, or merely honorable mentions.

X. Ghost Stories.

1. The guests are seated comfortably. the story teller begins with some such statement as, "The lights went out-one by one", which they really do and are replaced by candles.

2. At exactly the right moment after the conclusion of the story, the leaders start

the song:

Good night, Goblins, Good night, Ghosts; Good night, Witches-

We're going to leave you now.

THINGS TO PREPARE IN ADVANCE.

1. For a signal to start and stop activities a kazoo or some other freak-sounding instrument should replace the whistle if at all possible.

- 2. Arm Bands—As each guest enters he is given an arm-band that places him on one of the four teams. Use black for Black Cats, white for Ghosts, orange for Goblins, green for Witches. These are twoinch strips of crepe paper cut to arm circumference to be pinned on. They are given out, each color in rotation in order to keep the numbers on each team equal. One leader should take entire charge of giving them out because it saves confusion later. If admissions are charged, another leader should attend to that.
- 3. Corner Placards-Large banners of colored crepe paper corresponding to the arm-bands with appropriate silhouettes should be placed, one in each corner of the gym or play room to indicate the quarters of the four teams.
- 4. Stunt Slips-Supposing the number of girls and boys equal, or approximately so (it really does not matter if a few girls have to be boys) prepare so many girl slips reading, "Your partner will be sitting on his hands," or something equally foolish and so many boy slips reading, "Sit on your hands". Whatever the activity, every girl and each boy slip should read the same. That is the fun of it. Number each pair of slips.

5. Grand March—Piano, music, leader, appoint judges and place them in advantageous positions before the march starts. 6. Group Game Material—Use a dimestore skeleton. If group is large, four or five may be needed. Tub, water, apples, apples with strings attached, prepare about fifty. Marshmallows tied in the center of twenty-inch strings, prepare one for each two expected guests.

7. Brooms—The older the better, with handles wrapped in crepe paper to match the teams. These will lend a bit of atmosphere if they are stood in the corners until they are needed and are returned there

after the relay.

8. Paper Cut-out Pumpkins—Allow six for each guest. If the group is small allow from eight to ten. These may be cut roughly from orange colored paper.

9. Music and Musician for "The King of

Spooks".

- 10. Refreshments-These will depend upon the size of the group and the funds Apples, doughnuts and cider available. are the traditional things to have. Sandwiches are very tasty and appeal to men and boys but they entail a great deal of work. An easy food to serve is one of the many varieties of chocolate covered ice cream forms. They require neither plates nor spoons and are very "clean". There really should be refreshments of some sort. For a large group it would be wise to appoint a serving committee responsible for preparing and serving the refreshments and for collecting the plates or debris afterwards.
- 11. Story Teller—Secure a good one, and

have the candle lighting ghostly.

12. Arrange to have someone strike up "Good Night, Witches!" at exactly the right moment.

COMMITTEE'S WORKING CHART.

I. General Chairman

1. Appoint and get judges where they should be at the proper time.

2. Announce specialty dance or dances

and all the games.

- Give line-up or other directions when refreshments are served.
- Compile team scores and announce winners.
- 5. Introduce story teller. In general, oversee everything.

II. Leader A.

- 1. Give out arm-bands.
- 2. Conduct Grand March.
- 3. Conduct Leg on Skeleton.
- 4. Conduct Old Witch Relay.
- III. Leader B.
 1. Take tickets.

- Music for Grand March.
 Conduct Apple Bobbing.
- 4. Conduct Pumpkin Hunt. IV. Leader C.
- 1. Conduct "Good Evening".
- 2. Assist in Grand March.
- Conduct Apple on String.
 Conduct Ghosts and Goblins.
 Leader D.
- 1. Conduct Stunt Slips.
- 2. Assist Grand March.
- 3. Conduct Marshmallow Chew.
- 4. Conduct King of Spooks.

TIME ALLOTMENT FOR THE VARIOUS GAMES.

I. Get-Acquainted Games:
1. Good Evening....10-15 min.

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II. Specialty Dance...... 5 min.
III. Group Games.......20 min.

V. Pumpkin Hunt 7 min. VI. Ghosts and Goblins 10 min.

VI. Ghosts and Goblins......10 min.
VII. Group Stunts...........30 min.
VIII. King of Spooks..............10 min.

This provides for a good three hours. It may run less but it will more than likely run longer than these allotments.

A Whiffle-Whaffle.

By OLIVE GRIFFITH

One of the jolliest parties of the season was given recently in our little city. A club of young people needed to make some money and desired, at the same time, to contribute their bit to the social calendar. Invitations something like the following were broadcast:

"You are cordially invited to attend A Whiffle-Whaffle to be given at The Columbia Auditorium, February 10.

Features—Picnic Supper—Grand
Jabberwock March, etc., Adm. 50c.

Needless to say this enigmatical invitation excited some curiosity and everyone who

could, went.

The girls on the committee were dressed as ghosts. Two at the door received the guests; another silently ushered them into the ante-room where they were to leave their wraps. They were then conducted, by a fourth ghost, into the big auditorium which had been lavishly decorated with ferns, palms, and banners of flaming color.

The chairs were arranged so that the guests were seated in two divisions. When

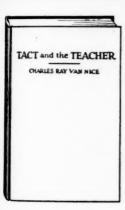
all had arrived, slips of paper with pencil. were passed. One division was told to write a question, the other division to write an answer. Two delicious looking pies, made of brown paper pasted on pie-pans were then passed, the questions being collected in one pie, the answers in the other. After being well shaken up they were again distributed, the sides being reversed. When read, these afforded much merriment as both questions and answers were unusually ridiculous.

The chairman of the committee then gravely announced that the thrilling Jabberwock March would be presented. The pianist, assisted by a celloist and saxophone played a lively march, and seven young men and seven girls—as we learned later-entered from a side door. They were dressed in nondescript garments of the most ludicrous type, everything being worn backward. They wore false faces on the

back of their heads, and black veils hung down over their faces. It gave the grotesque appearance of marching backward. A highly successful feature!

It was now time for the picnic supper. They had previously written names on slips of paper, such as "Father Bean Pole", "Mother Bean Pole", "John and Mary Bean These were passed, each guest drawing a name which he pinned on. chairman asked the "Father" of each family to hunt up the rest of his family.

There was a grand scramble as Father Bean Pole searched for Mother Bean Pole and then they both hunted for all the Pole children. This caused no end of fun as some of the families had eight or ten children. Other families were given uncles and aunts and grandparents. The supper was served on small tables in real picnic style and was most delicious, though not elab-



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IT IS PRICED LOW. "Send me twelve copies," orders a city superintendent. The price is \$1.10 for the regular library binding, \$0.80 for the flexible binding. Copies are sent postpaid when payment accompanies the order.

REASONS

Why You Should Have TACT AND THE TEACHER

- IT IS TIMELY. This year as never before diplomacy will count. It is a time when school people need the benefit of tact. A high school principal says, "This book is something the teaching profession has been looking for." A state superintendent declares, "It is timely".
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- ject which until now has been avoided in the teaching profession."
 IT IS PRACTICAL. A superintendent says, "This book gives suggestions for handling the difficult situations that arise in every school." A county superintendent writes, "This book is worthy of careful reading by every teacher."
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 IT IS JUIST WHAT TEACHERS WANT. A teach reading similar security.
- tendent reports, "It is interesting in every face."

 IT IS JUST WHAT TEACHERS WANT. A state reading circle recently ordered two thousand copies. "So teachers may be happy," announces a metropolitan newspaper relative to this book. "I only wish it had been available before I began teaching," remarks a home economics teacher.
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The School Activities Magazine

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Book Shelf

For the convenience of our readers we offer this list of books of various publishers. We do not say that these are all the good extra curricular books, but we do say that all these extra curricular books are good. In time and with the help of our friends we hope to add other worthy numbers to this list.

EXTRA CURRICULAR ACTIVITIES (General)

EXTRA CURRICULAR ACTIVITIES (General)

A Handbook of Extra Curricular Activities, by Harold D. Meyer
This is one of the most popular among extra curricular books. It contains 416 pages and deals with every phase of the subject. Character building and student participation in school government are given parts in the book, as well as are the more specific matters such as the annual, athletic contests, social functions, special day programs, school dramatics, etc. Price, \$3.

All School Activities, by F. C. Borgeson. This book differs from most extra curricular books in the fact that it treats of activities for the elementary grades. It is a new book, one that meets a great demand, and one that is of immense value in its field. Elementary schools welcome this book. Price, \$1.

Extra-Classroom Activities, by R. H. Jordan, Professor of Education in Cornell University. This book differs from other books in its field in the fact that it presents a unified plan for extra curricular activities through both elementary grades and high school. It contains 312 pages of sound theory and practical ideas presented in an interesting way. Price, \$2.50.

Extracurricular Activities, by Harry C. McKown. This is a standard book in the field of extra curricular activities. It treats the subject both generally and specifically. One who has access to this book will have opportunity for complete knowledge of what extra curricular activities mean and of how one should proceed to get the values they offer. Price, \$3.

Extra Curricular Activities in Junior and Senior High Schools, by J. Roemer and C. F. Allen. This book is one that has extended its scope to cover both iunior and senior high school interests. It contains 333 pages. The authors have made it a practical handbook and a readable discourse on extra curricular matters. Price, \$2.

Group Interest Activities, by F. C. Borgeson. This book is a companion book to All School Activities and takes up in a more specific way where that book leaves off. The two give a complete treatment of system a

THRIFT AND FINANCING STUDENT ACTIVITIES

THRIFT AND FINANCING STUDENT ACTIVITIES

Financing Extra Curricular Activities, by Harold D. Meyer and S. M. Eddleman. This book gives plans for raising money, methods of distributing finances, and systems of accounting from oneys. It gives forms for use in budgeting and accounting. It is a new book and one that gives definite and practical help in financing all branches of extra curricular activities. Price, \$1.

How to Plan and Carry Out a School Carnival, by C. R. Van Nice. This is a school carnival book written from the viewpoint of a school executive. It gives a general plan of organization for a school carnival and detailed instructions for carrying out that plan. It describes a number of advertising and moneymaking features. Throughout it treats the school carnival as both an educational project and a money-making enterprise. Price, 50c.

Price, 50c.

Thrift Through Education, by Carobel Murphy. Here we have the author's account of the highly successful experiment in thrift education as carried on in the Thomas A. Edison High School, Los Angeles. This book meets a very great need of high schools at the present time. It gives funior and senior high school teachers definite and workable ideas by which to develop thrift, business judgment, and habits of saving. Price, \$1.

THE ASSEMBLY

Assembly and Auditorium Activities, by Harry C. McKown. This is a new book by this well-known authority in extra curricular matters. It contains 462 pages and treats every phase of the problem of developing assembly and auditorium activities that are powerful forces toward the achievement of secondary school objectives. Its emphasis is upon practical material, and it offers programs and program material that are appropriate for all kinds and sizes of schools and all grades within these schools. Price, \$2.50.

Assembly Programs, by M. Channing Wagner. This is a new and popular handbook on assembly programs. It gives principles, aims, and objectives of the school assembly. It describes the various types of assembly and shows how they may be correlated with the curricular work of the school. The author gives suggested programs for a whole school year. Price, \$1

HOME ROOMS

Home Rooms—Organization, Administration, and Activities, by Evan E. Evans and Malcolm Scott Hallman. This book give both general and detailed treatment of the home room as it is now conceived by leading educators. The book is strictly new and a most up-to-date publication in home room organization, planning, and development. Price, \$1.

SCHOOL CLUBS

High School Clubs, by Blackburn. Here is a book that give the essentials of school club organization and direction. While it is not intended to be an exhaustive treatment of the subject, it does give an abundance of practical help. For a club sponsor with limited training, this book should be among his first library references. Price, \$1.25.

School Clubs, by Harry C. McKown. This is a most complete treatment of the subject of school clubs. It suggests an exhautive list of club projects and purposes. It gives instructions in the matter of club organization and management. It gives its readers a vision of club possibilities and a broad concept of the field. Price, \$2.50.

The School Club Program, by Harold D. Meyer. This is one of the newest books of this outstanding authority on extra curricular activities. It offers a wealth of suggestions for club expanization and administration and gives its readers the benefit of the latest developments in that field. It gives those who have the responsibility of directing school clubs definite and practical help. Price, \$1.

MUSIC ACTIVITIES

The Everybody Sing Book, edited by Kenneth S. Clark. A real American collection of songs for group singing in school, home and community. It includes a wealth of traditional favorites, hymns and carols, negro spirituals, close harmon numbers, old time popular songs, greetings, stunt songs, and glee club selections. It gives words and music for over 175 songall popular favorites. Price, 25c. Price per hundred, \$20.

The Golden Book of Favorite Songs. This is a popular and widely known song book. Its exceptional merit and low price make it suitable for schools of all kinds and for community sing. It contains a choice selection of popular songs for all sge and for every occasion. Price, 20c; per doz., \$1.80.

The Gray Book of Favorite Songs. This is a companion book to the Golden Book of Favorite Songs and it is gaining similar wide popularity. It is a collection of songs selected especially for assembly singing. It contains popular hymns, negro spirituals, songs of early days, sea songs, stunt songs, rounds, song for special day, unison songs, and songs for male voices. Price, 20c; per doz., \$1.80.

ATHLETICS

ATHLETICS

Athletic Dances and Simple Clogs, by Marjorie Hillas and Marian Knighton. This is a book of simple athletic and clog dances for the modern boy and girl. These dances include something of the stunt quality, but with sufficient character for the dancer to acquire accuracy of movement, poise, control, and relaxation. It is illustrated with 42 photographic reproductions. Price, \$2.

86 Successful Play Activities, a compilation of play activities recommended by the Playground and Recreation Association of America. It includes competitive events with handicraft articles, old time games, shows, exhibits, athletic activities, art activities, music activities, dramatic activities, and miscellaneous special activities. It has 128 pages in paper binding. Price, 60c.

Handbook of Athletics for Coaches and Players, by Grahm Bickley. This is a simple, readable, practical athletic handbook of a general nature. It is divided into four parts—basehall track, basketball, and football. It gives sound and fundamental coaching instructions in each of these four major department of school athletics. Price, \$1.80.

Intramural Athletics, by Elmer D. Mitchell. This book shows how a system of athletics that will include large numbers of a student body can be introduced and carried on. It is the highly satisfactory result of the author's years of investigation and experience. It makes possible in every school benefits of athletic to those students who need them most. Price, \$2. This book show

Intramural Athletics and Play Days, by Edgar M. Draper and George M. Smith. This is a handbook of intramural athletic activities. It gives a clear, concise view of the field, also deinite ideas on organizing and directing an intramural program of athletics. It extends its treatment of intramural games and play days to include the interests of girls as well as boys. Price, \$1.

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Geiste perience those ga the host should 1 who has Play Days for Girls and Women, by Margaret M. Duncan and Velda P. Cundiff. This book was written to meet the demand for material on programs for days when girls from several schools come together to play with rather than against one another. This book has more than met that demand. It has done much to stimulate the movement. It is complete, clearly written and sell illustrated. Price, \$1.60.

Practical Football, by Guy S. Lowman. This treatise on football represents the wide and successful experience of its author. It is a textbook in football. It stresses the fundamentals of the game and the best methods of teaching them. Many athletic directors of colleges as well as high schools regard this book as one of the very best available in its field.

Recreative Athletics, prepared by the Playground and Recreation Association of America. This book contains more than two bundred pages printed in small type. It gives literally hundred practical suggestions for programs of recreative athletics, games, and sports. A most excellent and complete book. Price, \$1.

Price, \$1.

Recreational Games and Programs, by John A. Martin. This is a compilation of over two hundred games selected by the Sational Recreation Association. Some of the games are old ones. Many of them are new. All of them are worthy of a place among the best. All directions are given concisely but in afficient detail to make direction of the games easy. Price, 50c.

The Psychology of Coaching, by Coleman R. Griffith. This book is the product of a psychologist's excursions into the field of athletic competition. It points out in a convincing and interesting manner the fundamental principles underlying the behavior of people as it bears upon the work of coaching. Every coach of competitive athletic contests should have this book. Price, \$2.

SCHOOL DRAMATICS

Dramatics, by Pearle Lecompte. Here is a book that gives in a condensed and interesting way the methods and technique of ladership in dramatics in the secondary school. It is definite, concise, practical, and authoritative. This should be one of the fint books to be made available to the director of dramatics. No book in the field offers a greater value. Price, \$1.

No book in the field offers a greater value. Price, \$1.

Runnin' the Show, by Richard B. Whorf and Roger Wheeler. It is is a book of instructions for the amateur stage director. It gives problems of scenery, stage lighting, and miscellaneous againgth and sound effects. It gives sixty illustrations and tells in an interesting and understandable manner the many things in amateur stage director should know. Price, \$1.

Time to Make Up, by Richard B. Whorf. In this book the author, who is an art director and actor, gives a clear description of every phase of the art of make-up. He tells what materials are necessary and describes the methods of using them to obtain any desired effect. The author's clear, concise style of witing and his many pen and ink sketches make this book simple and fascinating, as well as accurate and complete. Price, 11.25.

Producing Your Own Plays, by Mary M. Russell. A firstmate and complete manual of amateur dramatics designed for
the use of social groups. Beginning with the functions of the
frector, it discusses all the needs and problems in putting on
play, giving full instructions for the selection of the cast,
foatuming, lighting, make-up, etc. Includes a list of the best
amateur plays and where to get them. Price \$2.00.

SCHOOL PARTIES

400 Games for School, Home, and Playground, by Elizabeth leker. This book is well known and a standby in most recretion circles. It gives more than four hundred games providing for every age, purpose, and occasion. It contains 320 pages and nuncrous illustrations. It describes every kind of game that thools could use. Price, \$1.50.

Games for Everybody, by May C. Hofmann. This book gives a lot of favorite games both new and old. It was intended for both children and grown-ups. Consequently it fits well into the receational needs of secondary schools. It offers games for various purposes and to fit the seasons and special occasions. Contains over two hundred pages and some illustrations. Price, 75c.

purposes and to fit the seasons and special occasions. Contains over two hundred pages and some illustrations. Price, 75c. Handy, by Lynn Rohrbough. This book has, in a very few lear, become a standard manual of social recreation. It gives mixing games, active games, social games, mental games, dramatic stunts, social songs, and several chapters on recreation Programs and leadership. It is published by the Church Recreation Service, but it is well suited to school use. Price of library edition, \$1.75; of the loose-leaf edition, \$2.50. Handy II, by Lynn Rohrbough. This new Church Recreation Service book has promise of such wide popularity as its commission, Handy. The following section titles will give some idea of the contents of the book: Program Sources, Socializers, Games of Skill, Big Times in Small Places, Table Fun, Treasures from Abroad, Singing Games. Rhythmic Mixers, Quadrilles, Folk Songs. Price of loose-leaf edition, \$2.50.

Geitter Games, by Edna Geister. Out of twelve years of exprince with every kind of group, Edna Geister has selected these games which she found gave the most fun. A book for the hostess as well as for the recreational worker. This book should be in every school library—available to every person the has charge of games for school parties. Price \$1.50.

loe Breakers and the loe Breaker Herself, by Edna Geister. The first half of this book is given over to ideas for socials, while the second tells how to direct games—and, most important, how to help people enjoy playing them. This is a standard party book and one that may be regarded as a text-book on the subject. Price \$1.35.

The Fun Book, by Edna Geister. For the person who wants a book of seasonable games arranged by months, this is the book. It is one of the best books of its distinguished author. Beginning with January, the author supplies suitable seasonable material for fun and frolic throughout the entire year. Price \$1.25.

Getting Together, by Edna Geister and Mary Wood Hinman. A hundred and one original tricks, stunts and games—enough to keep the most diverse gathering imaginable constantly engrossed. Few other entertainment books give so wide a variety of material—all usable and new. This is an excellent book by two authorities in the field. Price \$1.35.

SCHOOL PUBLICATIONS

Student Publications, by Geo. C. Wells and Wayde H. McCalister. The teachers and students in charge of school publications will find this a practical handbook. It is definite yet broad in its scope. Chapters are given to the school newspaper, the student handbook, the yearbook, the student magazine, and other publications. Price, \$1.

PROGRAMS AND ENTERTAINMENTS

Crazy Stunts, by Harlan Tarbell. This is a book written to satisfy the persistent demand for all kind of comical stunts. Most of the twenty-six stunts described have been derived from the author's experience on the stage. Yet this is a book for amateurs and one that schools can make good use of in designing programs of a light and humorous nature. Price, \$1.

50 Successful Stunts, by Katherine Ferris Rohrbough. Here is a book of stunts such as recreation leaders always need and for which there is a great demand. The stunts described in this book may be depended upon to please any audience. They were made available to the author through her experience in connection with a national recreation service and its publications. Price, \$1.50.

Price, \$1.50.

High School Stunt Show and Carnival, by Willard B. Canopy. This book tells how to advertise the show, organize committees, plan the parade and booths, and manage the various side shows. Thirty-four stunts and nineteen side shows are described in detail. All are successful fun-makers, yet they are all easily planned and carried out. Price, \$1.

How to Put On an Amateur Circus, by Fred A. Hacker and Prescott W. Eames. This book tells how to organize an amateur circus, how to construct the "animals," and how to build and use the other necessary equipment. By detailed description accompanied by over sixty diagrams, working drawings, sketches, and photographs this book tells how to carry out a whole circus—animal and acrobatic acts, clown stunts, side shows, and parade. Price, \$1.75.

Stunt Night Tonight, by Catherine Atkinson Miller. Comic

Sturt Night Tonight, by Catherine Atkinson Miller. Comic plays, pantomimes, human puppet-show, and all sorts of stunts in complete detail, as well as stunt suggestions, make up this volume. Based on the folk-lore of many nations, on ballad, romance, and history, these stunts are as colorful as they are amusing. Most of them can be presented after just one rehearsal. Price \$1.50.

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Stunts of All Lands, by Catherine Atkinson Miller. The kind of dramatic stunts relished by the best of young men and women in camps, schools, church social groups—in fact, in all organizations in whose programs a Stunt Night will mean novel fun and new friendliness. Based on romance, history, everyday life, these comic plays, pantomimes and puppet-shows can be presented after one hilarious rehearsal. Price \$1.50.

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MISCELLANEOUS

After-Dinner Gleanings, by John J. Ethell. This is a book of clever anecdotes, humorous stories, and short talks of a serious nature. It has a unique plan of organization by which appropriate stories may be brought into a talk or toast. It will furnish material for a clever speech—readymade, yet in a way original—for any person, any time, any place. Price, \$1.25.

Good Times for All Times, by Nina B. Lamkin. This is the most complete book of its kind ever compiled. It is in every sense an encyclopedia of entertainment. In it is described every sort of festival, ceremony, stunt, and entertainment. It contains 8 ceremonials, 14 tableaux, 20 festivals, 24 dances, 24 parties, 50 stunts, 64 stunt races, 120 games and contests, 25 charades and pantomimes, 80 short selected bibliographies and 18 carnivals, shows, and circusses. Price, \$2.50.

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Poems Teachers Ask For, a compilation of poems selected by readers of "The Instructor" as best adapted for school use. All the poems are suitable for reading, reciting, memory work, character study, and similar purposes. The poems, 480 in all, are published in two volumes of 214 pages each. Price, Book I or Book II, \$1.

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For the SPEAKER who in conversation or public address would liven up his remarks with

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humorous illustrations.

"Is Tommy's new dog a setter or a pointer?" asked Mrs. Jones. "He's neither," replied Tommy's mother. "He's an upsetter and a disappointer."

-The Gleaner.

YOU PAY FOR WHAT YOU GET.

Customer to butcher who is weighing the steak that contains a large amount of bone.

"Hey there you are giving me too large

a piece of bone.

'Oh no I ain't," said the clerk, you are paying for it.'

The little girl had just come home from her first day at school and her mother asked her, "Well, darling, what did they teach you?"

"Not much," replied the child, "I've got to go again.' -Montreal Star.

"When I began business on my own account I had absolutely nothing but my intelligence.'

"That was a small beginning!"

Elderly lady (to soldier with head "Were you swathed in bandages): wounded in the head?"

Soldier (fed up on answering questions): "No, mum, in the leg, but the bandage has slipped up."

Business Man (to young lad seeking employment): "Weren't you here two weeks ago, and didn't I tell you then that I wanted an older boy?"

"Yes, sir. That's why I've come back!"

New Boarder: "When I left my last boarding place the landlady wept."

Landlady: "Well, I won't. I always collect in advance."

Boss: But didn't you get off just last week to attend your grandmother's fun-

Office Boy: Yes, sir. Poor granny came near being buried alive that time! "Is that pickpocket a friend of yours?" "Only a sneaking acquaintance." . -The Pathfinder.

Sam-"What am you doin' now?"

Bo-"I'se an exporter."

Sam-"An exporter?"

Bo—"Yep, the Pullman company just fired me."

Hex—"Why are you wearing that old sweater? Haven't you any shirt?"

Jex-"Sure; I have lots of shirts, but they are both in the wash.'

Little Della came home from Sunday school with a mite box. "Why do they call it a mite box, Mother?" asked Della.

"Because," chirped in her brother, "you might put something in it and you might

THE BUM'S RUSH.

"Sam, are you ever fired with enthus-"Yessah! from every job I tackles." iasm?"

-Camera Fun.

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"So Jack told you of his love?" "Well, not exactly. He just went through -Hulla-Baloo. the motions.'

MIRTH PROVOKING.

He (mushily): "Thinking of me, darling?"

She: "Oh, was I laughing?—I'm sorry."

TROUBLE AHEAD.

"Shame on you!" stormed the judge to the colored prisoner. "You come into this court and state that, because you believe in. signs, you refuse to go home and live with your wife. I repeat, shame on you! A man living in this age shouldn't let superstition break up his home!"

"Jedge," replied the defendant, "taint superstition Ah's afeard on, but Ah do be lieve in signs. Fo' de las' three nights, aftuh Ah'd gone to bed, Ah could heah dat woman honin mah favorite razoh."

-The Sample Case.